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ABSTRACT

To serve career development needs of secondary, postsecondary, and handicapped/disadvantaged students and adults, Project COMPASS (Center for Occupational Management, Placement, and Systematic Services) developed a comprehensive computer-assisted guidance, counseling, placement, and follow-through program. Project activities revolved around use of the Educational and Career Exploration System (ECES), an interactional career guidance system, in a centralized career planning center. Following a literature review, project activities were conducted in relationship to objectives in three categories: (1) user, including career choice, placement, training, and counseling; (2) support, including monitor and staff training, inservice teacher workshops, and parent training; and (3) management, including a management system, and result, product, and outcome dissemination. (Appendixes comprising most of the report contain materials used: "Day-on-the-Job" application and materials, midlife career change workshop workbook and evaluation, career development data placement users' manual for the Macomb Area Placement Project (MAPP) system and field test outcomes, ECES student manual availability, career development and employability skills modules, ECES monitor training materials, placement newsletter, ECES brochure, management system, and newsletter articles.) (VLB)

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Project COMPASS

(Center for Occupational Management,
Placement and Systematic Services)

FINAL REPORT

May 1979

Alva E. Mallory
Project Director

Jeffrey W. Drake, Ph.D.
Guidance and Counseling Coordinator

Todd Holder, Ph.D.
Placement and Follow-Through Coordinator

Genesee Intermediate School District
Vocational Education and
Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

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GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
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Flint, Michigan 48507

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PROJECT STAFF

Project Director
Alva E. Mallory, Director
Vocational Education and
Career Development Services

Project Coordinator
Dr. Jeffrey W. Drake
Coordinator of Career Development

Dr. Todd Holder
Placement and Follow-
Through Coordinator

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LITERATURE REVIEW

There has been a variety of projects attempting to focus on the development of a comprehensive guidance, counseling, placement and follow-through program. However, only a few programs have been developed which utilize modern computer technology to assist in the delivery of such a comprehensive program.

The review of the literature is organized under two major headings. The first area will address the computer-assisted career guidance support systems and related research. The second focuses on career development skills delivery systems.

Computer-Assisted Career Guidance Support Systems

A number of computer-assisted career guidance support systems have been developed in the last decade with several systems emerging as more prominent systems (Harris, 1974; Harris and Tiedeman, 1974; Stern, 1974; Thal-Larsen, 1975). These systems are of varying levels of sophistication and are designed to meet a variety of career guidance objectives.

According to Thal-Larsen (1975), the first interactive, direct inquiry, computer-assisted career guidance support system to become fully operational is the Computerized Vocational Information System (CVIS). Thal-Larsen states that "There are three major parts of the CVIS system: a student guidance system; a counselor/administrative system for student records, which includes test results and grades, attendance reporting and scheduling; and a computer-assisted instruction capability" (p. 139).

In a study of the effects of CVIS use on the vocational maturity of 130 tenth graders, there was a significant increase in their career planning orientation and their knowledge of resources for career exploration. There was not a significant improvement in decision-making and knowledge of career information. The instrument used in this study was the Career Development Inventory (Harris, 1974a).

A second prominent computer-assisted career guidance support system is DISCOVER which is a more comprehensive and more advanced system than CVIS. Thal-Larsen (1975) explains that "The DISCOVER system was conceptualized in three separate, though interacting, parts: a guidance subsystem for direct use by individuals at three age levels (grades 4-6, grades 7-12, adult) seeking Career Guidance; a counselor-support subsystem for use by counselors; and an administrative-support subsystem for use by administrators" (p. 145).

A third computer-assisted career guidance support system is the Educational and Career Exploration System (ECES). The first version of ECES had three phases which were associated with computer-based information banks. The data banks were for occupational information, educational information, and college and technical school information (Weinstein, 1969; Minor, 1970). The second version of ECES was a modification based on field test findings of the first version (Friel and Minor, 1970). The second version of ECES included four data files, which included the following: occupations, illustrating vocations using color film images; majors, describing post-high school areas of study; charts, helping the student relate his own interests and ambitions to his exploration; and an institutional finder, enabling the

student to search for colleges and vocational schools; and an off-line search strategy utilizing students' scores from the Ohio Vocational Interest Survey (OVIS) and the Vocational Planning Inventory (VPI) (Friel, Mallory, et.al., 1972; Kroll, 1973).

The third version of ECES includes modified components available in the first two versions, as well as career decision-making, career internship and career planning components (Drake, 1974; Mallory and Friel, 1975).

Bohn (1970) relates that the field test results for the first version of ECES "revealed few differences or changes on measures of vocational maturity, realism of vocational and educational self-concepts, internalism-externalism, work values or vocational preferences" (p. 98). The field test results for the second version of ECES, explained by Myers and his associates (1972), demonstrated that "students who use ECES show small but clearly real gains in two important aspects of vocational maturity: planning orientation and choice; and use of resources for exploration. ECES alone does not lead to gains in decision-making or occupational information possessed" (p. 65). However, it was also found that "when combined with a carefully planned program for developing decision-making skills, the use of ECES contributed to meaningful gains in planning orientation, choice of resources for exploration, and in the decision-making skills" (p. 66). The instrument developed and validated during the field trial of the second version of ECES was the Career Development Inventory (Myers, et.al., 1972). In a research study of the third version of ECES utilizing a locally developed criterion referenced instrument, it was found that ECES contributes to meaningful gains in the areas of career development knowledges and skills (Drake, Friel and Tyler, 1976).

A fourth computer-assisted career guidance support system is the Guidance Information System (GIS). There are four files of information in GIS which include an occupational information file, a two-year college information file, a four-year college information file, and a scholarship and financial aid information file (Thal-Larsen, 1975). Stern (1974) explains that "The Guidance Information System (GIS) was initially developed by a small private company which included among its staff several persons who had worked on the Information System for Vocational Decisions (ISVD) at Harvard University" (p. 18). Thal-Larsen (1975) states that "Counselor reaction is largely positive, particularly with respect to the educational information. Some have found that the occupational file criteria are confusing. At one high school, attempts were made to survey students about the usefulness of the system, but the returns were too few to afford a representative sample of the student population" (p. 120).

A fifth computer-assisted career guidance support system is the Occupational Information Access System. Stern (1974) remarks that "The Occupational Information Access System (OIAS) is the computer-based information retrieval component of the Career Information System, a statewide interagency consortium designed to provide current labor market information in usable forms to individuals in schools and social service agencies in Oregon" (p. 16). OIAS is composed of five information components which are: QUEST, an introductory questionnaire on interests and abilities; occupational descriptions; summaries; educational and training opportunities; bibliographies and books on selected occupations; and local opportunities for occupational visits (McKinlay, 1974).

A number of formal evaluations and research studies have focused on OIAS. They relate to the volume of usage of the system and of student satisfaction with its use, which is positive. The evaluations and studies have found the attitudes of parents and counselors involved with the system to be positive (McKinlay, 1974). In other research, it was found that the QUEST questionnaire was a viable technique for generating an occupational exploration list (McKinlay, 1971).

A sixth computer-assisted career guidance support system is the System of Interactive Guidance and Information (SIGI). SIGI has six major subsystems which are: Values, where the student examines and becomes aware of his values; Locate, where a student uses his values to search for occupational information; Compare, where a student compares three occupations; Prediction, where a student predicts his chances for success in an educational program; Planning, where the student plans for his occupational choice; and Strategy, where previous inputs are integrated for the student. The SIGI program is designed especially for community college students (Katz, 1974).

In an evaluation of the original SIGI, it was found that students were satisfied with the system, that they understood the SIGI subsystems and that the system was fully adequate for their needs (Chapman, Norris, and Katz, 1973).

A seventh computer-assisted career guidance support system is the Vocational Information through Computer Systems (VICS) which is utilized by the School District of Philadelphia. VICS has four major subsystems which are: the occupational data base, where information about occupations and training resources is available; a college search, confined to the Philadelphia area; a job search, for students seeking immediate employment; and a financial aid and scholarship search, for students and counselors seeking this information (Thal-Larsen, 1975).

An evaluation of VICS was conducted during the 1974-75 school year utilizing a student questionnaire. It was found that VICS helped students learn about new occupations, that the system was easy to use, that the student preferred to obtain occupational information from the computer and that this information was helpful in their career planning (Thal-Larsen, 1975).

Career Development Skills Delivery Systems

There has been a large volume of research in the skills training area. This research is related to a Human Resource Development (HRD) model which focuses on skills training. The sheer magnitude of the number of studies in this area makes a complete narrative discussion of the studies inappropriate.

However, several studies need to be addressed. A study was conducted on the differential effects of ECES and HRD counselor training on students (Carkhuff, et.al., 1972). It was found that training in ECES and HRD skills significantly affects counselor behaviors in dealing with students. In another study on the differential effects of decision-making skills training and the ECES II program on students (Friel, et.al., 1974a), significant differences were found with the experimental trained high school students in comparison with control groups. Tyler (1972) obtained similar findings with community college students.

Finally, significant findings were generated on a variety of indices in a study on the effects of HRD teacher training and career achievement skills training on students (Priel, et.al., 1974b).

Consistent findings in the review of the literature relate that career development skills training and computer-assisted career skill experiences deliver significant outcomes for the persons involved. It is on this basis that this comprehensive computer-assisted guidance, counseling, placement and follow-through center was being proposed to serve a multiple population base.

NEED AND PROBLEM

The purpose of this section is to describe the needs in vocational education for the project and to provide specific evidence of this need.

For the past five years, there has been a rapid expansion of vocational education programs in Genesee County. During the same period of time, vocational education enrollment has been on the rise at the Genesee Area Skill Center, the local school districts, and C. S. Mott Community College. Genesee County is composed of 21 separate school districts which provide 178 different vocational education programs approved by the Vocational-Technical Education Services Division of the Michigan Department of Education.

In September of 1975, 7,468 eleventh and twelfth grade students, which are from a total eleventh and twelfth grade population of 17,559 students, were enrolled in an approved vocational education program. This represents 43.9% of all eleventh and twelfth grade students who were enrolled in approved vocational education programs.

In addition to these secondary students, approximately 270,000 adults live in Genesee County. A significant proportion of these adults are women, who are either entering the work force for the first time, or who are returning after long periods of absence for mid-career changes.

Of the 17,559 eleventh and twelfth grade students in Genesee County, 13% are considered handicapped or economically disadvantaged.

The project under consideration would be designed to help secondary students, postsecondary students, male and female adults and handicapped persons. Many need help in career guidance, because they lack the information and skills needed to expand educational and occupational alternatives. Systematically making decisions regarding their career goals, and developing plans to reach their most appropriate career goals are also seen as immediate needs.

In addition to career guidance needs, they also are in need of placement services. Included here would be employability skills training, so that they can competently apply for jobs and have access to job openings in the community.

In many cases involving students and adults, there is a need for individual counseling which would assure that unique problems received individual attention and that adequate follow-through on career achievement took place.

In order for effective career development to occur in schools, the counselors and vocational education teachers must be equipped with teaching skills necessary for delivering career development skills to the students. In Genesee County, there is a need for inservice training for teachers and counselors in the areas of career information, career development skills training, and employability skills training.

At present, there is no location in Genesee County where coordinators of education and work programs can receive training on more effective methods of bringing together educational, business, industrial, and labor activities. This project provided the inservice training to support these services.

FUNDING

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In addition, a centralized career planning center at the Genesee Area Skill Center was used and equipped with eight Educational and Career Exploration System terminals. (ECES is an interactional career guidance system in which the user can explore career alternatives, narrow down alternatives to select career goals, and systematically develop plans to achieve these career goals).

A number of significant projects have been done in Genesee County to provide improved career guidance, counseling, placement and follow-through services. Counseling services are provided at all of the 21 local school districts. In 13 school districts, there are computerized career guidance support services (ECES) available. The business and industry sector interact with the educational sector through the Business and Education Coordinating Council, which is affiliated with the Flint Chamber of Commerce. The Michigan Occupational Information System is available at local schools providing career and manpower projection information. In spite of all these efforts, a resource center does not exist where users can receive the integrated services of career guidance, counseling, placement, and follow-through. Students and adults alike need a resource center where they can inclusively explore careers, make career choices, plan to achieve these goals, experience a work setting, receive placement training and assistance, and be counseled towards career fulfillment.

Presently, there is no place in Genesee County where teachers, counselors, and coordinators of education and work programs can receive the delivery skills for preparing their students in career development skills. This proposed center fulfilled this need.

Approximately \$1,300,000 has been invested in the development and modification of ECES. A part of a \$104,000 grant of Part C Vocational Education Research funds assisted in this development. This system has been described at the 1974 American Personnel and Guidance Association convention as the career system of the 1980's. The pilot research completed to date on ECES indicates that the career maturity of the user increases significantly as a result of using the system. There is no system in the United States of America which is as comprehensive in its delivery of career development skills as ECES. Support is needed to continue the development and implementation of this program. A resource center would extend the use of ECES to provide career guidance, counseling, placement, and follow-through services to users. Teachers and counselors in the county would cooperate with their delivery skills to support the application of these skills by users in real-life situations. In total, this program represents a new national model for the delivery of career development skills to those in need.

Project COMPASS activities revolve around use of the Educational and Career Exploration System (ECES). ECES was first funded by the Charles Stewart Mott Foundation. Funding was also made available from the Michigan Department of Education. ECES, Version IV, which was the version used in Project COMPASS, was developed with Vocational Education funds from the U. S. Office of Education. Present funding for Project COMPASS came from Vocational Education Research funds from the U. S. Office of Education.

OBJECTIVES

User Objectives:

1. To help users (secondary school students, postsecondary students, adults and handicapped) to make more self-rewarding career choices.
2. To enhance the placement of users in training-related jobs.
3. To enhance the application of career development and self-placement skills in the real-life situations of users.
4. To provide counseling and follow-through services to users.

Support Objectives:

5. To develop the training capacity to deliver career development skills to users.
6. To develop the training capacity to equip teachers, counselors, and coordinators of education and work programs with the delivery skills to assist users in career development.
7. To provide parents with the skills needed to support the career development of their children.

Management Objectives:

8. To provide a management system which includes timelines and a monitoring system for achieving the project goals, objectives, tasks and steps.
9. To disseminate the results, products and outcomes of the project to local, state and national populations.

Each of the above objectives is described on the following pages. First will be a discussion of the methods used to reach the objectives, then the project outcomes, a discussion of these results, and future recommendations.

METHODOLOGY

ECES Career Plan: (Objective 1)

Secondary Students:

Characteristics - A total of 997 vocational and non-vocational students were bused to the ECES Career Planning Center, located at the Genesee Area Skill Center. Of these, 450 were tested in the COMPASS project. Another 853 were involved in ECES at their local schools. Students were evenly divided between Freshmen, Sophomores, and Juniors from six different schools in the county (Beecher, Bentley, Clio, Goodrich, Linden, and Westwood Heights). This group represented a cross section of socio-economic levels, aptitudes and attitudes toward learning.

Selection - Students became involved in the ECES program at the ECES Career Planning Center in one of two ways. Some voluntarily took part in the program because they were interested in learning more about their future careers. These students attended the center for 2½ hours one day per week for four weeks. Other students had the ECES experience as part of a career class which they elected for social studies credit. Although they spent the same amount of time on ECES as the volunteer students, they attended a related career class at their local school for one hour per day five days per week.

Scheduling - Prior to their experience on ECES, each of the COMPASS students were pre-tested during a two-hour orientation session. Also, at this time the students were made aware of the ECES program and what they would be doing and learning. They were then scheduled for the ECES Career Planning Center during the following time blocks: 7:00 - 9:10 a.m., 9:20 - 11:50 a.m., 12:00 noon - 2:00 p.m., 2:20 - 4:35 p.m.

Treatment - The following is a description of ECES IV, the fourth version of the Educational and Career Exploration System which the COMPASS students used.

ECES IV uses the power of the computer to help store, analyze and summarize educational, occupational and personal information, to assist the student in his/her career development process. The computer terminal is a cathode ray tube (CRT). The microfiche reader uses color microfiche, developed for the ECES Project.

Students go through five "worlds" while using ECES. The counselor and monitor prepare the students for their sessions on the ECES terminal. Students learn that ECES will allow them to explore occupations, educational programs, schools and colleges; receive personalized feedback from the computer; learn career decision-making and employability skills; learn more about jobs on their day-on-the-job experience; and verify their career plans.

World 1: Awareness - Students become aware of who they are and what they want in life in this world. During this world, the students make self-estimates of their interests, educational aspirations, work values, personal values and learning abilities. This information is used in helping them understand how different career options can meet their needs. Their understand-

ing of different occupational groups is assessed in this world. Also, a decision-making overview is presented to the students. This world is primarily offline from the computer and utilizes a color filmstrip or microfiche presentation which may be used in a group guidance or classroom setting.

World 2: Search - A search strategy is available which helps students focus on preferred occupational options. Students focus on these options by using their interest test scores, self-estimates of their interests, the salary level they would want, the high school courses they like, the amount of education they plan to complete, and the kind of work activities they prefer. The interest inventory utilized in this search strategy is the Ohio Vocational Interest Survey (OVIS). Their search strategy suggests occupations to explore based on the criteria listed above.

World 3: Explore - In this world, students become aware of the many career alternatives from which they may choose. They do this by exploring occupations, educational programs, vocational-technical schools, colleges and universities. In exploring occupations, students see on-the-job scenes, occupational descriptions and cartoon quizzes on specific job characteristics, which are displayed in color. Students can find out what educational preparation is required to enter specific occupations, such as high school courses, or educational programs found at the trade-technical school level, the junior or community college level, or the four-year college or university level.

The fourth version of the Educational and Career Exploration System, ECES IV, contains five libraries of information. They are:

Occupations, which illustrates 400 occupations on color microfiche with 10,000 frames reviewing topics of occupational information. It includes more than 1,400 on-the-job pictures showing real work situations, together with 1,160 situations which people in those occupations are trying to solve. These work samples give students a feel for what it is like to engage in occupations that range from Botanist to Bowling Machine Mechanic.

Educational Programs, which describe over 300 educational programs that range from African Area Studies to Zoology. This section tells students which vocational-technical school or college courses are required to qualify for a particular occupation. More than 4,500 courses are thus described.

Charts, which help students relate their own interests and ambitions to their explorations. Using this section, students request summaries and analyses of each occupation or educational program investigated. Other charts offer information helpful to students in their career planning.

Vocational-Technical School and College Finder, which enables students to search for vocational and technical schools located in Michigan, as well as junior or community colleges and four-year colleges and universities located throughout the United States, that offer educational programs or fields of interest they are considering. Information on size, geographic location, admissions requirements, tuition, religious

affiliation (if any), housing and financial aids on more than 3,000 schools and colleges can be obtained.

World 4: Experience - The students experience three phases during this world. First, the students learn how to make a decision about their internships which could be their "Day-on-the-Job" option. Second, they arrange for and have their Day-on-the-Job experience by completing a Day-on-the-Job application (Appendix A). The application is forwarded to the Business and Education Coordinating Council. They in turn would have the counselors at the home school site contact the students regarding their placements. Of the 244 Career Planning Center students, and 100 district ECES students who applied for Day-on-the-Job, 40 were placed. After their placements, they rate their experience to help decide if their tentative occupational choices still meet their requirements.

World 5: Plan - The students then learn how to make several different types of decisions. They learn how to use values and favorability scales to decide between two options in seven content areas. These content areas relate to choices for occupations, educational programs, levels of education, schools and colleges, high school courses, college courses and personal options. These decision-making skills may be taught with the computer terminal and microfiche reader, or in group guidance and classroom settings utilizing a filmstrip presentation. This step includes a career plan verification process which integrates students' plans in the occupational, educational programs, schools or colleges and high school course areas. They work with their counselors, teachers and/or parents to map out programs which are needed to develop the skills required to give them a start on their career plans.

Testing Procedures - An objective referenced test was administered to 430 experimental students before and after their ECES experience. Bentley was the only school participating in the program whose pre and post test data is not included in this report. The reason it could not be included was because their students did not complete their ECES experience until after the cut-off date for data collection. A secondary student control group was proposed, but not considered necessary, because of existing studies which support the fact that control groups do not improve over time. (Drake, 1978; Friel and Tyler, 1976.)

Sampling - From the 430 students tested, 28 male and 35 female were selected to serve as the sample for the data analysis. The random sampling procedure is described below:

1. The total number of students tested was computed.
2. The number of students tested in each school was divided by the total number of students tested to determine a percentage by school.
3. This percentage was then multiplied by 60 (sample size). The resulting number indicated the number of tests to be sampled from each school.

4. Each school was grouped by male and female students.
5. Each test was assigned a number.
6. Using a table of random numbers the appropriate quota of tests was pulled from each school.
7. These tests were then scored.

Postsecondary Students:

Characteristics - C. S. Mott Community College students in Flint were the postsecondary population used in this project. This college is located in the heart of an urban and highly industrialized community; the college population is highly representative of the community. The majority of the 42 Mott Community College students participating in this project were entering freshmen or returning students who declared themselves to be undecided, confused, and uncertain of their career goals or directions. Of these students half ranged in age from 18-22, while the other half ranged from 23-47. Twelve were male and 30 female which deviates from the male/female ratio in the overall student population (51% female, 49% male). Most of these students are part-time, which means carrying less than 12 credit hours. Many of these students are struggling with personal as well as career problems such as mid-life career issues, divorces, displacement as homemakers or seeking to redirect themselves while handling full adult responsibilities for raising their families and/or working full-time.

Solution - These students elected to take a one credit-hour Career Development Seminar. The career group met two hours a week for eight weeks. As part of the class requirement, students were expected to spend 2-3 hours on ECES. Although the Career Development Seminar personalizes exploration and decision-making for each student, the course outline parallels ECES and includes activities and experiences which enhance the ECES program.

Scheduling - Students were responsible for scheduling their own time on ECES. Therefore, most students scheduled their time when they did not have class or job responsibilities.

Treatment - Counselors taught the Career Development Seminar. One counselor had two groups while the others each had one.

Each class had approximately 14 students and met in a large classroom adjacent to the Mott Community College Career Lab. Class size was kept small so as to meet issues of self-defeating behavior and attitude regarding career exploration, pressure of family responsibilities, and financial needs.

Testing Procedures - The Mott experimental students were pre and post tested during their regular scheduled classes. The pre-test was given before their ECES experience and the post test during the final week of class. If students missed class they could take either test in the career lab under the supervision of a paraprofessional.

A control group of 35 incoming or returning freshmen (5 male and 30 female) were given a post test only during their placement testing session, before orientation, advisement, and initial registration. No pre-test was administered because it was practically impossible to obtain a control group of students who matched the experimental group and that could be assembled twice to take both pre and post tests. The makeup of the experimental and control students is comparable (almost identical) in sex, age range, and year in school. Then it can be assumed that the pre-experimental group is representative of a pre-control group.

Sampling - In both the experimental and control group, the entire population of 42 and 35 students respectively was included in the data analysis.

Adults:

Characteristics - The adult population participating in this project consisted of 15 females attending a workshop on mid-life career change (Appendix B). The workshop was conducted in cooperation with the Everywoman Center and Project COMPASS.

Selection - The 15 women who attended the workshop were present based on their interest in mid-life career change.

Scheduling - Scheduling of the workshop participants on the ECES terminal was done in conjunction with the workshop. They first attended a seminar on mid-life career change and then were scheduled for the ECES sessions.

Treatment - Besides attending the mid-life career change seminar, the participants used ECES and progressed through the worlds of Awareness, Search and Explore.

Testing Procedures - Since this population was not a student-based population, they were not tested. They completed a survey which indicated their evaluation of the seminar and their ECES experience.

Sampling - All 15 participants completed the survey.

Handicapped/Disadvantaged Students:

Characteristics - The handicapped/disadvantaged population participating in this project were 53 youth in the 1978 CETA summer program who lived within Genesee County, but outside the city of Flint. These students came from families whose income fell below national poverty levels. Their ages ranged from 14-19, and they were equally divided between male and female.

Selection - Students became involved in the COMPASS project at the ECES Career Planning Center as a result of their participation in the summer CETA program. Their major initial motivation for participating in CETA was monetary as they were paid for all their summer experiences including ECES. These students were involved with ECES along with vocational skills training, employability and coping skills training, and job experience.

Scheduling - Students were released from their vocational classes to participate in the ECES program. While 8 students worked on ECES, the other half of the class participated in a related career classroom experience. Each ECES and classroom experience was in 2 hour and 20 minute blocks with students receiving a total of 8-10 hours of each.

Treatment - Students' experience on ECES was the same as the secondary group (See page 9). The only difference was that the students had a related classroom experience.

Reading Tutors - Of the 502 youth in the summer program, 145 were pre-tested in reading. At post testing, 74 of the youth who were pre-tested and mid-tested remained. For each of these 74 students, 1 of 8 reading tutors was assigned. During the first six weeks, the tutors concentrated on reading problems associated with the vocational-academic content area. During the last four weeks, they concentrated specifically with "on-the-job" reading difficulties with an emphasis on the language required to do that particular job.

Time was also spent both during the summer and the regular school year helping students having problems reading the information on ECES. This instruction was done either by the ECES monitor as reading problems arose or by teachers serving as tutors working with students for an average of three two-and-one-half-hour sessions. Both approaches helped provide students with the reading assistance they needed.

Testing Procedures - Experimental students were pre and post tested before and after their ECES experience. The test was administered in large groups with the total testing time amounting to 1 hour and 15 minutes for the pre-test and 1 hour and 45 minutes for the post test.

Control students were pre and post tested from the CETA summer students not participating in the ECES part of the program. These tests were also administered in large groups at approximately the same time as the experimental tests.

Sampling - All 53 students were included in data analysis for the handicapped/disadvantaged population of this project.

Evaluation Plan:

Instrumentation - The objective referenced instrument used had been developed, validated, and administered with the results reported in The ECES III Evaluation Report. Each test had 30 items covering the skills of career exploration, decision-making, planning, and placement. A quantity and quality rating was developed for each item.

This objective referenced instrument was selected after a review of existing career development instruments. Instruments such as the Career Development Inventory (1972), the revised Career Development Inventory (1976), and the Career Maturity Inventory (1973) were not used. These instruments focused more on "third person" evaluations by students rather than "first person"

evaluations or self-evaluations in critical areas of career development, such as career decision-making. Thus, the objective referenced instrument was the primary instrument used in this study.

Scoring Procedures - The scoring was done by two persons who were not involved in implementing and planning the program, but who were experts in the areas they were scoring. An expert in occupational information rated the quantity and quality of the related career development responses. A school counselor with a master's degree in counseling who had extensive experiences in teaching career development skills to a wide variety of youth and adults, scored the remaining career development items. The scoring procedures followed those used to score the same test which had been administered in the 1978 CETA Summer Youth Program.

Analysis - The data was scored, keypunched, and analyzed using the APL language programs.

Placement (Objective 2)

Work Experience

At the Genesee Area Skill Center, each student was assigned to a supervised three-week work experience in which they observed the functions of that particular job setting before returning for further training. This career exploration training directed many of these students to preferred occupational fields.

Community Placement

A job developer, working full time, was employed to find job openings throughout the city and county. Placement representatives in 16 of the 21 local school districts represented by the Genesee Intermediate School District work in conjunction with this job developer as well as independently within their own district, to identify job needs of their constituent school populations. During the 18 months of the project 620 job openings were identified, to which approximately 1,240 youth were referred. Of these, 514 full-time or part-time placements were made. A cooperative arrangement with the Michigan Employment Security Commission was maintained in which job openings were identified and students within the schools were referred in a systematic manner.

Effective Placements

Matches between the student interest and aptitude and the job requirements were coordinated through the use of a computer with terminals in ten of the local schools. (Appendix C.) Placement specialists in these local schools assessed their students for vocational interest and aptitude. Job openings were posted simultaneously in each of the schools. Referrals were made by the local placement staff and approved by the Intermediate staff if the interest and aptitude of the student matched the job description as listed in the job requirements. Feedback from the youth and employers on the success of the referral in securing jobs was continually sought.

Training and Counseling (Objectives 3 and 4)

Student Manual Development

The ECES Student Manual (see Appendix D) was developed as a part of Project COMPASS. Staff members, using input from students and the ECES Coordinating Council, assembled the manual. The manual includes artwork which is compatible with artwork used in the ECES color microfiche.

Corresponding worksheets were developed to be used in conjunction with the ECES Student Manual. These worksheets were also used with the instructional modules, also developed for Project COMPASS.

Career Development Teacher Manual Developed

The first step before establishing a career class was to develop a series of career modules. These modules would be used by teachers and counselors to enhance students' experiences on ECES. A series of modules was developed and was considered a "training manual" for teachers and counselors.

Six modules were developed covering the following areas: #1 Awareness and #2 Search relate directly to the ECES components of the same name; #3 Explore Part I relates to the first part of the ECES Explore component (exploring occupations) while #5 Explore Part II relates to the second part of ECES Explore (exploring educational programs); #4 Simulated Decision-Making teaches the student the process of career decision-making and relates to the ECES component Experience which exposes the students to the decision-making process; #6 Career Plan supports the ECES component Plan. (Appendix E.) Each of these six modules provides the ECES user with the skills necessary for making effective career choices using a systematic procedure, reinforced by individualized instruction and continuous practice. They can be used before and/or during a student's ECES experience depending on teacher judgment.

The modules have been developed with some variation in format. This was due to the fact that different people developed the modules, adding their own improvements to the organization. However, there are some consistent components which are included in all modules. For example, each module begins with a skill overview of the following points: "What It Is?", "Why It Is Important?", and "How You Do It?". The skill overview is followed by a set of directions on how to proceed into the lesson. All of these modules have skills activities required of ECES students that are used for pre-exposure to their actual experiences on the ECES terminal. Thus, when the students actually use the terminal, they can carry over their skills learned in the classroom to the actual application of answering questions asked by ECES in a more realistic, honest, and complete response. Also, each module is accompanied by a classroom response form that is optional to the teacher/counselor and can be used by the students to transfer their answers to the ECES program when requested at certain microfiche frames.

During the time period of this project, Module #4, Simulated Decision-Making was revised to further meet the objectives of this task, that of systematically

training students to use step-by-step "skills in various real-life situations, so that the skills are functional throughout life." This also includes the steps necessary for the "acquisition and application of career decision-making."

Module Format

Module #4, Simulated Decision-Making was adopted as the "model" module for format and organization. It contains the steps necessary for the "acquisition and application of career decision-making." The delivery organization adopted for the modules is taken from The Skills of Teaching: Lesson Planning Skills (Berenson, Berenson, and Carkhuff; 1978). This organization plan includes the following sections:

1. Review - The presenter reviews what happened in the previous lesson and/or module and is asked to give several related examples.
2. Overview - The presenter relates the topic of the lesson to an experience situation followed by several questions of "What Is?" and "Why Is?" this module topic important. A number of student activities is included to supplement the importance of this section.
3. Presentation - The presenter shows the students how to complete the required task, form, activities, or materials in this module, utilizing blank forms and a step-by-step chart of directions.
4. Exercise - The presenter has the students complete the task on their own using the step-by-step chart and the Presentation procedures given in the above section.
5. Summary - The presenter reviews with the student or group what has happened in the module or lesson, specifically, "What Was This Module About?" and "Why Was This Module Important?"

Attached to the end of the module is an "Optional Review Sheet" which can be used to reinforce the materials covered, plus duplicating masters for activities suggested in the Presentation and Exercise sections.

ECES Career Development Module Delivery

The ECES Career Development Modules (See Appendix E) were used in the classroom delivery to students in Project COMPASS. The modules were developed to support the students' experiences on ECES. The classroom activities provided a blend of career development class exercises and career counseling. Students learned self and career awareness, and career exploration strategies. Decision-making and planning were also integral classroom delivery components.

Employability Skills Modules

Modules were also developed in the area of employability skills. (Appendix F.) These are a distillation of a 16-hour delivery and can be presented in five hours. They include modules on: 1) Finding Job Openings, 2) Writing a Resume, and 3) Taking an Interview.

Monitor and Staff Training (Objective 5)

Summer Training

Each school district participating in the COMPASS Project had an ECES monitor who assisted students in their use of the ECES program. A monitor could be a paraprofessional, a regular employee, and/or a student volunteer, or one receiving academic credit for his/her assistance.

Monitors participated in a one-week summer workshop at the Genesee Intermediate School District. This training was conducted by the Career Planning Center trainers and other COMPASS staff. Fourteen new monitors participated in 30 hours of training that included the following: occupational information; teaching strategies and games; peer-interpersonal skills; career development content; recordkeeping; terminal operations; Day-on-the-Job placement component (Appendix A); terminal and career development interface; and a mastery test covering ECES IV. (Appendix G.)

Monthly Training

As a result of this training, each trainee was advanced to monitor status and attended monthly monitor meetings. At these meetings various topics were discussed such as intra-school communication, publicity, recruitment, demonstration techniques, scheduling, interpersonal skills, and recordkeeping. Also, monitors were visited approximately once a month by the COMPASS staff for supportive training and for a review of on-site operations.

ECES Counselor Training

Project staff were trained in the interpersonal skills area. The goal of the training was to help project staff to better communicate with the various user populations. Staff training was also conducted for content development and teaching delivery in the career development and employability skills areas.

Management System Training

The Project COMPASS staff received training on the management system used in the project operations. The management system design lends itself to systematic monitoring of all activities of the project. The management system is based on an organized structure based on goals, objectives, and tasks. The initial management plan is in Appendix H.

Inservice Workshops (Objective 6)

ECES and Career Development Inservice Sessions

A number of inservice sessions and demonstrations have occurred during the operation of Project COMPASS. Training of counselors has been conducted in conjunction with the ECES Coordinating Council. Demonstrations of ECES will be described in the Objective 9 narrative.

An inservice session was conducted at the Michigan Occupational Education Conference held in Grand Rapids in June, 1978. Thirty-five vocational educators were in attendance at the session.

An inservice workshop was held at the Waldenwoods Conference Center for 35 area vocational educators. Sessions on ECES, Career Development and Employability Skills were presented as part of this workshop.

The Career Education Conference which had 200 educators in attendance from Genesee, Lapeer, and Shiawassee Counties had a session on ECES and Career Development. Twenty-five persons attended this session.

A Career Guidance Institute coordinated with the National Alliance for Business was conducted in October and November of 1978. A session on Project COMPASS operations was conducted as part of this institute.

In November 1978, a session was presented to counselors at the Michigan Personnel and Guidance Association Convention. This focused on ECES, Career Development Skills and Coping Skills.

In February 1979, sessions were conducted at the Bay Valley Inn conference center for 42 area vocational educators. Sessions on Coping Skills and Career Development Skills were presented.

Finally, in May 1979, sessions on ECES, Career Development and Coping Skills were presented at the Michigan Vocational Guidance Association Conference.

Self-Placement Training

During the 18 months of the project, 180 teachers, counselors, and placement specialists received modules and one to two full days of inservice training on how to deliver these skills to their approximately 3,000 students. Workshops were also provided in which an assemblage of all varieties of both commercial and non-commercial employability skills packaged deliveries was made available for observation. The necessary steps for ordering these audio-visual and written materials were outlined.

Placement Communication

A newsletter labeled "MOCIC" (Manpower Occupational and Career Information Clearinghouse) was sent out to 270 counselors and placement specialists on a monthly basis. (Appendix I.) This newsletter included current career and placement information that was of value in helping youth make the transition from school to work.

A joint meeting of the Placement group (GAPS) and the Co-op Coordinators Group (GAOEA) was held to deal with the problem of the legal aspects of youth employment.

Newspaper ads were taken out to publicize the placement organization with the names of all of the cooperating schools and placement specialists included.

Regular reports of the placement functions were given at CEPD 29 (Career Education Planning District) meetings.

Cooperation with the Michigan Department of Education placement organization was maintained.

An article; i.e., "Self-Placement in the Classroom," was published in national and state professional journals on the employability skills teacher training and student outcomes. Holder, Todd and Nancy Tyler. Michigan Personnel and Guidance Journal. Vol. IX, No. 1. Spring 1978.

Educator-Parent Communication

Techniques and strategies to work better with parents were developed as a part of the ECES Coordinating Council activities. Procedures to involve parents with student ECES use were discussed and implemented.

Educator Follow-Up

Follow-up visitations were conducted on a regular basis with educators in their local school settings. Project COMPASS staff members consulted with local educators to help them improve their delivery to students.

Parent Training (Objective 7)

Parent Workshops

Workshops were offered to approximately 175 parents of youth who went through the ECES program to provide them with the background and skills necessary to support the career development of their children. These workshops were held at the Michigan School for the Deaf, during Vocational Education Week at the Genesee Area Skill Center, during Career Day, and at Open Houses at the local school sites. Parents had an opportunity to use ECES and/or to watch an ECES demonstration. They were also given a project description, brochure, and manual. (Appendix J.)

Special orientations were held for handicapped youth, and provisions were made to accommodate their parents' time schedules.

Also, consideration was given to disadvantaged youth and their parents. Evening orientations were provided to inform parents of operations and benefits of ECES. In addition, parents of CETA students received a copy of the CETA Youth Handbook describing ECES.

Management System (Objective 8)

A management system was developed at the early stages of Project COMPASS. The management system includes the goals and objectives of the project which provides for monitoring the progress of project activities.

The original management plan (Appendix H) was developed to give the project overall direction. As the project progressed, modifications of the plan were made. The management plan was incorporated into the operations of the Vocational Education and Career Development Services Department of the Genesee Intermediate School District.

The management plan was discussed and modified at staff meetings for Project COMPASS. As the management plan developed, more realistic expectations of the project were addressed. The management system proved successful in keeping the project focused on priority activities.

Results, Products, and Outcomes (Objective 9)

Final Report

The final report includes a comprehensive listing and appendix of the products of the project.

Quarterly reports were written to monitor the progress of the project. This final report is a synthesis of these quarterly reports.

Presentations

The following is a listing of presentations made in behalf of Project COMPASS activities. For more specific information, see the narrative on Objective 6.

November 1977	WEYI TV 25 - Presentation
September 1977	WJRT TV 12 - Newsreel Presentation
June 1978	Michigan Occupational Education Association Conference
August 1978	Waldenwoods Conference
September 1978	KEMC 14 Career Education Conference
October 1978	National Alliance of Business Career Guidance Institute
November 1978	Michigan Personnel and Guidance Association Convention
February 1979	Bay Valley Inn Conference
May 1979	Michigan Vocational Guidance Association Conference

Open House Presentations

Three open house presentations occurred during the project.

February 13, 1978	Open House for Legislators and School Superintendents.
February 16, 1978	Open House for general public.
February 15, 1979	Open House for general public.

Besides these open house activities, numerous persons informally came to see Project COMPASS operations during the term of the project.

Demonstrations

This is a partial listing of demonstrations which occurred during the project.

University of Amsterdam
AC Spark Plug Division, General Motors
Department of Management and Budgets, State of Michigan
Department of Corrections, State of Kentucky
William Rainey Harper College, Palatine, Illinois
Pantel, Incorporated
Eastman, Kodak Company
Ingham Intermediate School District
Pontiac Public Schools
International Business Machines (I.B.M.)
Oakland University
Ottawa Schools
Final Touch Program
Michigan School for the Deaf
Connexion
University of Michigan Externs
Career Guidance Institute
12 Foreign Countries (representatives from)
Urban League
Junior League of Flint
Chamber of Commerce
Social Services
Vocational Rehabilitation

Articles

An article was published in the Michigan Personnel and Guidance Association Journal. (See page 22.)

OUTCOMES

Career Development Outcomes:
Secondary, Handicapped/Disadvantaged, Postsecondary Students

Introduction

The student data was analyzed and reported in these four categories: Occupational Knowledge, Self-Report Career Knowledge, Self-Report Career Preparation and Career Development Knowledge (Appendix K). Occupational Knowledge reflects how much information a student knows about the world of work. Self-Report Career Knowledge indicates a student's perception of his career knowledge as rated on a five-point scale from Very Little (1) to A Lot (5). Other items relate to Self-Report Career Preparation. These include questions concerning time spent talking to parents, certainty of career plans, importance of career plans, and future career plans. Under Career Development Knowledge is grouped questions relating to career skills such as classifying jobs, decision-making, educational requirements, etc. All four categories combined reflect a picture of a student's career development ability. Although control data was available for postsecondary, the experimental pre-test results were used instead. The control group data and the postsecondary experimental pre-test data were comparable.

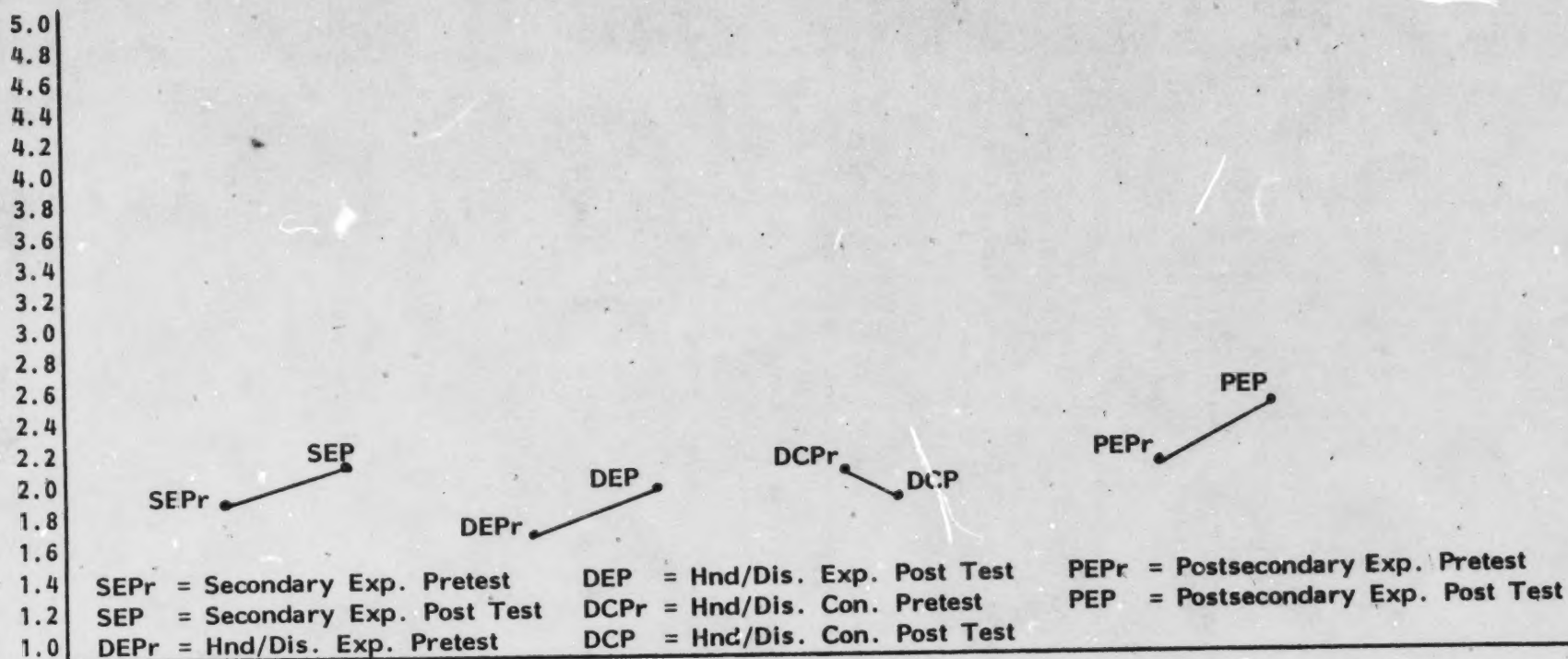
Occupational Knowledge Quantity Scores

All groups of students were tested on their occupational knowledge and were given a quantity score based on the number of pieces of information they could list for each question. The quantity scale was from 1-5. As can be seen in Figure 1, where the average pre/post test scores for each group have been plotted, the average pre-test and post test score was highest for the postsecondary group (2.07) and (2.57) respectively. While the postsecondary gained .50 points, the secondary and the handicapped/disadvantaged experimental gained approximately the same .24 and .25 points respectively. The t (2.98) for the secondary, and the handicapped/disadvantaged t (2.83) are statistically significant at the .01 level. The handicapped/disadvantaged control lost .6 of a point. What this means is that students going through ECES can increase the quantity of their occupational knowledge from 25-50 percent, while control groups stand a chance of performing below where they started. Developmentally the postsecondary could be expected to outscore the secondary. The greater the quantity of information all students possess, the greater the chance they will make an appropriate career decision.

Occupational Knowledge Quality Score

Average scores for quality of occupational knowledge are displayed in Figure 2. A quality score indicates students who include added dimensions or specificity to their occupational knowledge. This scale ranges from 1-5. Postsecondary students are shown to have scored the highest (2.36) followed by handicapped/disadvantaged (1.95) and secondary (1.79). The handicapped/disadvantaged scored the lowest (1.70). An interesting note is that although the handicapped/disadvantaged students scored the lowest on the pre-test (1.62), they outscored the secondary 1.95 to 1.79 on the post test. One possible explanation for the greater gain in the handicapped/disadvantaged group is that they had a related career class which may have stressed the quality aspect of career knowledge over and above the ECES

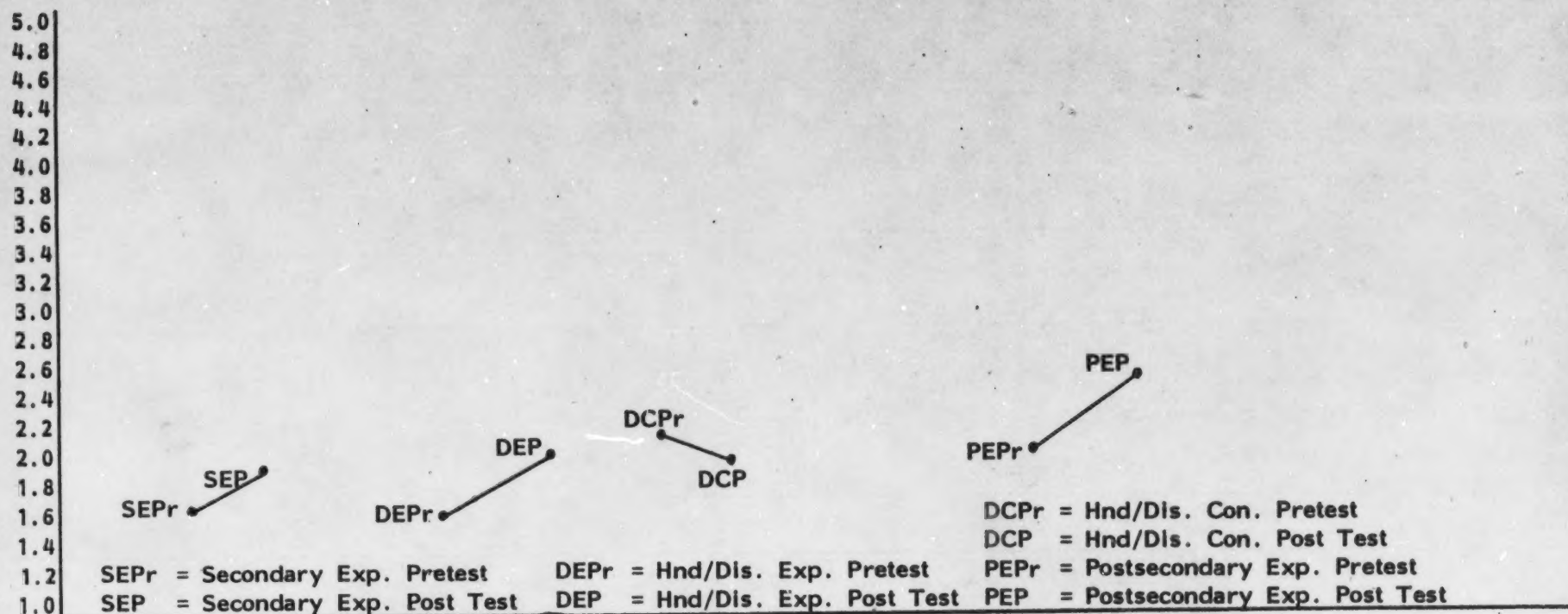
Figure 1 - Summary of Occupational Knowledge Quantity Scores



Sec. Exp.		Pre	Post	Hnd/Dis. Control		Pre	Post
N	64			N	36		
MEAN		1.83	2.07	MEAN		2.03	1.97
Cor. t			2.98*	t			2.83*
Hnd/Dis. Exp.				Postsecondary Exp.			
N	36			N	23		
MEAN		1.72	1.97	MEAN		2.07	2.57
t			2.83*	Cor. t			2.00

* = $p \leq .01$

Figure 2 Summary of Occupational Knowledge Quality Score



Sec. Exp.			Hnd/Dis. Control		
	Pre	Post		Pre	Post
N	64		N	36	
MEAN	1.64	1.79	MEAN	1.70	1.39
Cor. t		1.98	t		4.14*
Hnd/Dis. Exp.			Postsecondary Exp.		
	Pre	Post		Pre	Post
N	36		N	23	
MEAN	1.62	1.95	MEAN	1.93	2.36
t		4.14*	Cor. t		1.84

* = p. $\leq$.01

program. The additional career class for postsecondary might also explain their largest gains from pre to post test (.43 points).

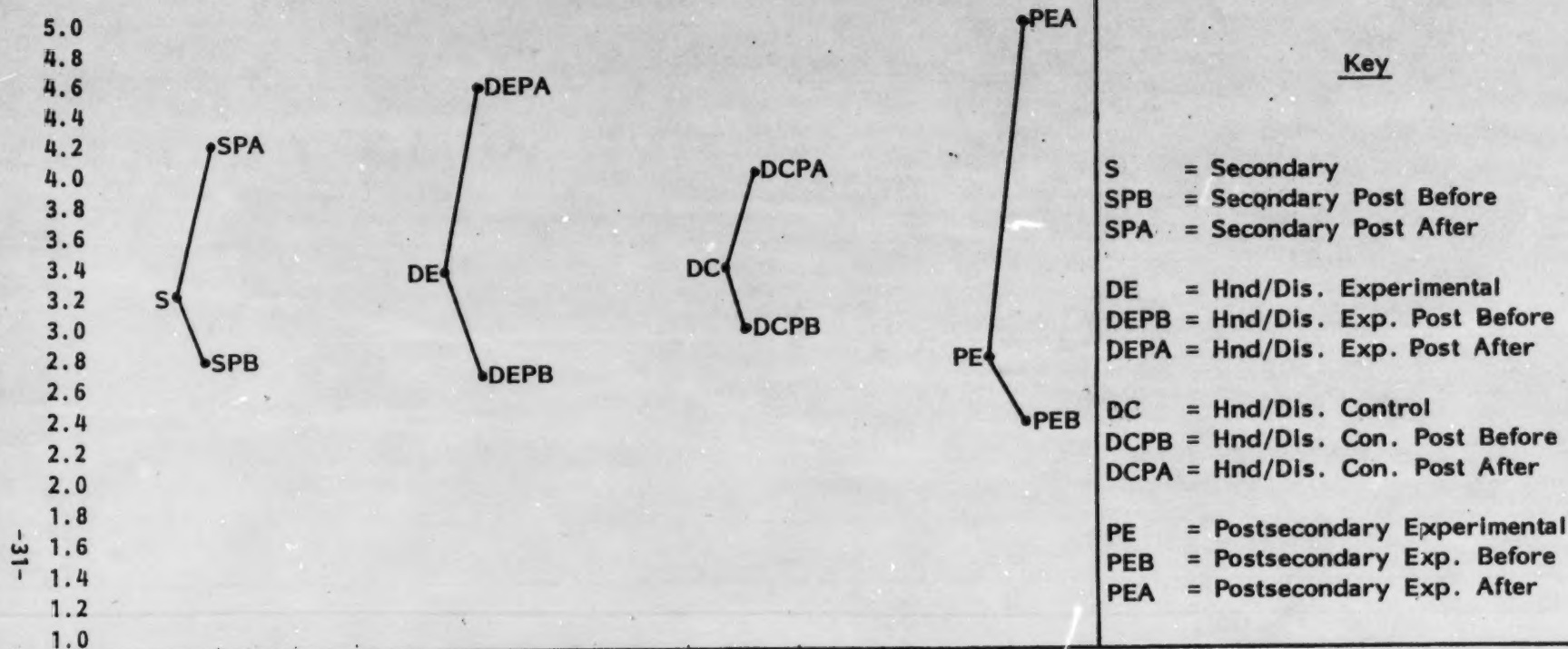
Self-Reports of Career Knowledge

On the pre-test, students were asked to rate their career knowledge in ten different areas on a scale from Very Little (1) to A Lot (5). On the post test they were then asked to rerate their career knowledge level before their ECES experience and then after their experience. Figure 3 shows that all students, including the control, rated themselves lower on the post before. This probably reflects a more realistic assessment of where students began given a chance to discover what they didn't know through the COMPASS project. It is interesting to note that the difference between pre-test ratings and post before is less with the postsecondary group. This smaller discrepancy may reflect a greater sophistication on the part of postsecondary students. Also, given their learnings through COMPASS, most students are likely to admit at what level they really began than prior to their COMPASS experience. As can be seen in Figure 3, all groups except the control group, gained at least one level from their initial before rating and almost a level and a half from their post before rating. The gain is reflected in all significant t's. This would suggest that students' confidence in their career knowledge and feeling of control over the career information necessary to make good decisions has been greatly enhanced through their ECES experience.

Self-Reports of Career Plans after High School

The above item came from a group of four items entitled Career Preparation. Students were asked to initially rate this item from one to eight. Then they rerated themselves as they viewed their career plans or level of education before their ECES experience as well as how they viewed their educational level after their ECES experience. A level one rating would be undecided while an eight would be four-year college. Students again rated themselves lower on their post before levels than on their before levels (Figure 4). While all students gained in each of four Career Preparation areas (Appendix K), the one area of greatest interest is that of students' plans after high school. Figure 4 shows that even though the handicapped/disadvantaged students rated themselves below (3.93) the secondary group (4.48) on their post before rating, both groups ended at approximately the same level (5.95 and 5.84 respectively). This gain of approximately one and one-half levels means an increase in educational aspirational level of two years. Postsecondary students also showed gains with a post before rating of 4.05 and a post after rating of 5.73. ECES students have consistently showed an increase in educational aspirational level in other testing situations. (Myers, Thompson, Lindeman, Super, Patrick, and Friel, 1972). This means that even if students have a lower aspirational level to begin with that ECES can make a significant difference in raising that level.

Figure 3 Summary of Self Reports of Career Knowledge



Sec. Exp.		Pre	Post	
			B	A
N	64			
MEAN		3.16	2.72	4.16
Cor. t				11.34*

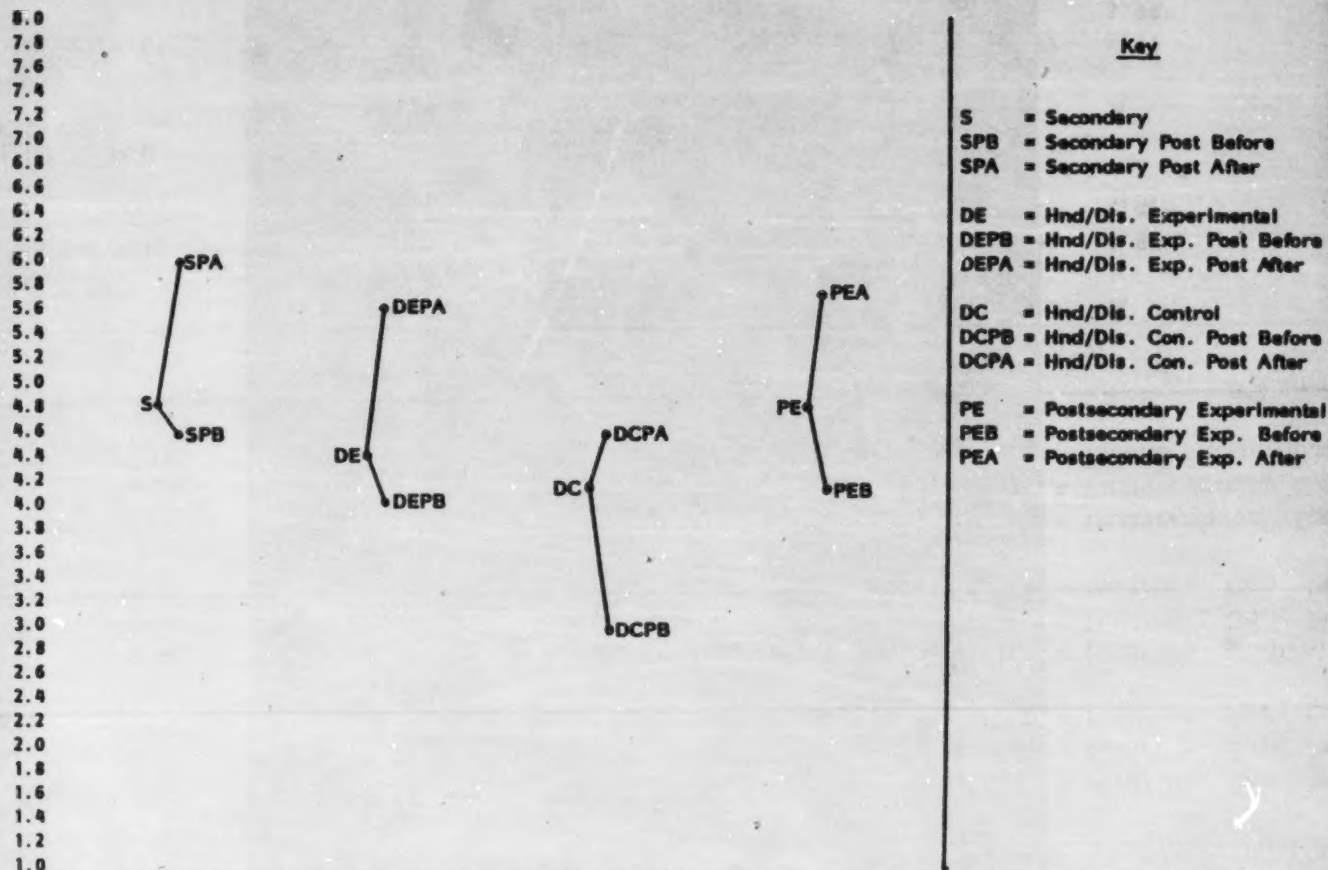
Hnd/Dis. Control		Pre	Post	
			B	A
N	36			
MEAN		3.36	2.91	3.87
t				4.42*

Hnd/Dis. Exp.		Pre	Post	
			B	A
N	36			
MEAN		3.21	2.60	4.53
t				4.42*

Postsecondary Exp.		Pre	Post	
			B	A
N	23			
MEAN		2.71	2.32	4.11
Cor. t				5.99*

* = $p \leq .01$

Figure 4 - Career Plans After High School



Sec. Exp.		Pre		Post		Hnd/Dis. Control		Pre		Post	
				B	A					B	A
N	57					N	34				
MEAN		4.75		4.48	5.84	MEAN		4.12		2.92	4.42
Cor. t					3.28*	t					2.30***
Hnd/Dis. Exp.		Pre		Post		Postsecondary Exp.		Pre		Post	
				B	A					B	A
N	43					N	21				
MEAN		4.30		3.93	5.59	MEAN		4.76		4.05	5.67
t					2.30***	Cor. t					1.18

* = $p \leq .01$

*** = $p \leq .05$

Career Development Outcomes: Adults

Introduction

Of all populations addressed by Project COMPASS, the adult population received the least impact. Since the ECES Career Planning Center was located at the Genesee Area Skill Center, the tendency was to address secondary school students.

The focus of work with adults consisted of a workshop on mid-life career change. This workshop was conducted in cooperation with the Everywoman Center and Project COMPASS.

Mid-life Career Change Workshop

The 15 women participants of the workshop were not tested with the career development or employability skills instruments. They did, however, complete a survey at the completion of the one day-workshop.

The cumulative workshop evaluation is included in Appendix L. The 15 women participants primarily were in the 31 to 50 age range. Their racial/ethnic background was white caucasian.

All participants found the workshop to be helpful. They were able to evaluate themselves and explore career opportunities. They found both the discussion and ECES computer terminal experience to be worthwhile.

Generally, the participants would have wanted a longer workshop to give more in-depth experiences. Nine participants rated the workshop as excellent and six participants rated it as good. No participants gave fair or poor ratings of the workshop.

Placement (Objective 2)

Work Experience

Three-week work experiences were provided to ECES students who were also Genesee Area Skill Center students. The work experiences were directly related to the vocational education courses in which they were enrolled.

Community Placement

During the 18 months of the project, 620 job openings were identified, to which approximately 1,240 youth were referred. Of these, 514 full-time or part-time placements were made. A cooperative arrangement with the Michigan Employment Security Commission was maintained in which job openings were identified and students within the schools were referred in a systematic manner.

Effective Placements

Placements were made during the project by matching student interests and aptitudes with job requirements. This was done with the use of a computer program from the Macomb Area Placement Project (MAPP), (Appendix M). Placement specialists in these local schools assessed their students for vocational interest and aptitude. Job openings were posted simultaneously in each of the schools. Referrals were made by the local placement staff and approved by the intermediate school district staff if the interest and aptitude of the student matched the job description as listed in the job requirements. Feedback from the youth and employers on the success of the referral in securing jobs was continually sought.

Training and Counseling (Objectives 3 and 4)

Career Exploration

Users were systematically trained to explore career information using ECES and appropriate career development modules. The modules are included in Appendix E. The results of the effects of these career exploration experiences are found in the Outcomes section, Objective 1 narrative.

Career Decision-Making

Users were also systematically trained in the acquisition and application of career decision-making skills. This was accomplished by using ECES and appropriate career development modules (Appendix E). The results of the effect of these career decision-making experiences are found in the Outcomes sections, Objective 1 narrative.

Career Planning

Users were also systematically trained in the acquisitive and application of career planning skills. This was accomplished by using ECES and Career Development Module #6 (Appendix E). The results of the effect of these career planning experiences are found in the Outcomes section, Objective 1 narrative.

Employability Skills

Employability skills modules were pilot-tested with postsecondary students at Mott Community College. Post ratings, based on a five-point scale, reflected good results: 36% very favorable, 43% favorable, 16% somewhat favorable, and 5% unfavorable.

The purpose of the employability skills modules for handicapped/disadvantaged youth was to identify potential employers; to prepare a resume to present their assets to these employers; and to take an interview in order to achieve employment.

Table 22 (Appendix K) depicts both the self-report and the quantity and quality skills data for the experimental and control students. The experimental students include students who took the employability skills training course. The control group includes students who did not take the employability skills course.

The data parallels the findings in the career development survey. In terms of knowledge of employability skills, the control and experimental groups report they are somewhat prepared (3.2 - 3.6) prior to their treatment experience. After the treatment experience both groups rate their pre-treatment level of functioning at or below the level at which they rated themselves prior to treatment. Both groups rate their post-treatment levels of functioning at almost one full level of functioning above their pre-treatment level of functioning. In terms of the quantity and quality of skill gains, the control group shows no change from the pre to post test. The experimental group shows a significant gain in both the quantity and quality of their employability skills from the pre to post test period.

In summary, the data suggest that the experimental students increased their ability in the employability skills area and that this increase in ability was complemented by a perceived increase in knowledge of what it takes to prepare for employment. Since there were no gains for the control group in the skills course, it would appear that their self-report gains of employability knowledge are a factor of other experiences acquired in the Summer Program.

Monitor and Staff Training (Objective 5)

Summer Training

Each school district participating in the COMPASS Project had an ECES monitor who assisted students in their use of the ECES program. A monitor could be a paraprofessional, a regular employee, and/or a student volunteer, or one receiving academic credit for his/her assistance.

Fourteen monitor trainees participated in the 1978 Summer Monitor Training. The Mastery Test results are indicated in Table 23 (Appendix K).

Monthly Training

As a result of this training, each trainee was advanced to monitor status and attended monthly meetings. At these meetings various topics were discussed such as intra-school communication, publicity, recruitment, demonstration techniques, scheduling, interpersonal skills, and recordkeeping. Also, monitors were visited approximately once a month by the COMPASS staff for supportive training and for a review of on-site operations.

ECES Counselor Training

Project staff were trained in the interpersonal skills area. The goal of the training was to help project staff to better communicate with the various user populations. Staff training was also conducted for content development and teaching delivery in the career development and employability skills areas. Observations of project staff delivery indicated increases in delivery skills and interpersonal skills.

Management System Training

The Project COMPASS staff received training on the management system used in the project operations. The management system design lends itself to systematic monitoring of all activities of the project. The management system is based on an organized structure based on goals, objectives, and tasks (Appendix H).

Inservice Workshops (Objective 6)

ECES and Career Development Inservice Sessions

Inservice sessions were conducted for local counselors and teachers. Some sessions were held in conjunction with ECES Coordinating Council meetings. The following are inservice sessions held for local educators.

An inservice workshop was held at the Waldenwoods Conference Center for 35 area vocational educators. Sessions on ECES, Career Development, and Employability Skills were presented as part of this workshop.

The Career Education Conference which had 200 educators in attendance from Genesee, Lapeer, and Shiawassee Counties had a session on ECES and Career Development. Twenty-five persons attended this session.

A Career Guidance Institute coordinated with the National Alliance of Business was conducted in October and November of 1978. A session on Project COMPASS operations was conducted as part of this institute.

In February 1979, sessions were conducted at the Bay Valley Inn Conference Center for 42 area vocational educators. Sessions on Coping Skills and Career Development Skills were presented.

Inservice sessions were also coordinated for educators on a state level as a part of professional association conferences.

In November 1978, a session was presented to counselors at the Michigan Personnel and Guidance Association Convention. This focused on ECES, Career Development Skills and Coping Skills.

An inservice session was conducted at the Michigan Occupational Education Conference held in Grand Rapids in June, 1978. Thirty-five vocational educators were in attendance at the session.

Finally, in May 1979, sessions on ECES, Career Development and Coping Skills were presented at the Michigan Vocational Guidance Association Conference.

Self-Placement Training

During the 18 months of the project, 180 teachers, counselors, and placement specialists received modules and one to two full days of inservice training on how to deliver these skills to their approximately 3,000 students. Workshops were also provided in which an assemblage of all varieties of both commercial and non-commercial employability skills packaged deliveries was made available for observation. The necessary steps for ordering these audio-visual and written materials were outlined.

Placement Communication

A newsletter labeled "MOCIC" (Manpower Occupational and Career Information Clearinghouse) was sent out to 270 counselors and placement specialists on

a monthly basis (Appendix I). This newsletter included current career and placement information that was of value in helping youth make the transition from school to work.

A joint meeting of the placement group (GAPS) and the co-op coordinators group (GAOEA) was held to deal with the problems of the legal aspects of youth employment.

Newspaper ads were taken out to publicize the placement organization with the names of all of the cooperating schools and placement specialists included.

Regular reports of the placement functions were given at CEPD 29 (Career Education Planning District) meetings.

Cooperation with the Michigan Department of Education placement organization was maintained.

Articles were published in national and state professional journals on the employability skills teacher training and student outcomes. ("Self-Placement in the Classroom." Holder, Todd and Nancy Tyler. Michigan Personnel and Guidance Journal. Vol. IX, No. 1. Spring 1973.)

Educator-Parent Communication

Techniques and strategies to work better with parents were developed as a part of the ECES Coordinating Council activities. Procedures to involve parents with student ECES use were discussed and implemented.

Educator Follow-Up

Follow-up visitations were conducted on a regular basis with educators in their local school settings. Project COMPASS staff members consulted with local educators to help them improve their delivery to students.

Parent Training (Objective 7)

Parent Workshops

Workshops were offered to approximately 175 parents of youth who went through the ECES program to provide them with the background and skills necessary to support the career development of their children. These workshops were held at the Michigan School for the Deaf, during Vocational Education Week at the Genesee Area Skill Center, during Career Day, and at Open Houses at the local school sites. Parents had an opportunity to use ECES and/or to watch an ECES demonstration. They were also given a project description, brochure, and manual (Appendix J).

These workshops helped parents become aware of the operations of the ECES Career Planning Center and the benefits of ECES to their children. Parents also gained an awareness of what students learn in the career development and employability skills areas.

Special orientations were held for handicapped youth, and provisions were made to accommodate their parents' time schedules.

Also, consideration was given to disadvantaged youth and their parents. Evening orientations were provided to inform parents of operations and benefits of ECES. In addition, parents of CETA students received a copy of the CETA Youth Handbook describing ECES.

Management System (Objective 8)

A management system was developed at the early stages of Project COMPASS. The management system includes the goals and objectives of the project which provides for monitoring the progress of project activities.

The original management plan (Appendix H) was developed to give the project overall direction. As the project progressed, modifications to the plan were made. The management plan was incorporated into the operations of the Vocational Education and Career Development Services Department of the Genesee Intermediate School District.

As a result of the management system, several recordkeeping functions were developed. Monthly monitor reports for the ECES Career Planning Center became a part of project operations. Weekly reports were also completed and the center's performance was graphed. Staff members would report their tasks and progress at general departmental meetings on a monthly basis. Project staff members also attended weekly problem solving sessions about ECES operations.

Results, Products, and Outcomes (Objective 9)

Final Report

The final report includes a comprehensive listing and appendix of the products of the project. Not all products are included, such as the color microfiche developed for career decision-making and employability skills. They are available upon request.

Quarterly reports were written to monitor the progress of the project. This final report is a synthesis of these quarterly reports.

Presentations

The following is a listing of presentations made in behalf of Project COMPASS activities.

November 1977	WEYI TV 25 - Presentation
September 1977	WJRT TV 12 - Newsreel Presentation
June 1978	Michigan Occupational Education Association Conference
August 1978	Waldenwoods Conference
September 1978	REMC 14 Career Education Conference
October 1978	National Alliance of Business Career Guidance Institute
November 1978	Michigan Personnel and Guidance Association Convention
February 1979	Bay Valley Inn Conference
May 1979	Michigan Vocational Guidance Association Conference

Open House Presentations

Three open house presentations to the general public occurred during the project. Other presentations for parents were also made.

February 13, 1978	Open House for Legislators and School Superintendents.
February 16, 1978	Open House for general public.
February 15, 1979	Open House for general public.

Besides these open house activities, numerous persons informally came to see Project COMPASS operations during the term of the project.

Demonstrations

This is a partial listing of demonstrations which occurred during the project.

University of Amsterdam AC Spark Plug Division, General Motors
Department of Management and Budgets, State of Michigan
Department of Corrections, State of Kentucky
William Rainey Harper College, Palatine, Illinois
Pantel, Incorporated Eastman, Kodak Company
Ingham Intermediate School District
Pontiac Public Schools
International Business Machines (I.B.M.)
Oakland University
Ottawa Schools
Final Touch Program
Michigan School for the Deaf
Connexion
University of Michigan Externs
Career Guidance Institute
12 Foreign Countries (representatives from)
Urban League
Junior League of Flint
Chamber of Commerce
Social Services
Vocational Rehabilitation

Articles

An article was published in the Michigan Personnel and Guidance Association Journal. (See page 39.) Articles will also be written based on research findings included in this final report. Two articles were included in the Genesee Intermediate Newsletter (Appendix N).

Summary

Numerous products and listings are included in this final report. The findings of this project will continue to be disseminated through presentations, open houses, demonstrations, and articles in professional journals.

DISCUSSION

ECES Career Plans (Objective 1)

This objective addressed the effect of ECES usage upon the career development of four different populations, secondary students, postsecondary students, handicapped/disadvantaged students and adults. The effects of the career class (objective 3) was also incorporated into the research findings.

In general, the research findings paralleled prior research on ECES (Myers, et.al., 1972; Drake, et.al., 1976; and Drake, 1978). ECES users gained in career development knowledges, skills, and perceptions of career development status.

One area assessed was that of quantity of occupational knowledge. Occupational knowledge relates to the knowledge of work activities, where employment in the occupation is found, personal qualifications needed for the occupations, working conditions, chances for advancement, and job outlook. All these score areas were grouped into an average score. Students could generally list up to five responses per item. The secondary students gained significantly in quantity of occupational knowledge as a result of their ECES and career class experiences. The handicapped/disadvantaged experimental students scored significantly higher than control students in this same area. The postsecondary students' average scores showed positive but not significant gains.

A possible explanation for the varying results of these different populations deals with the type of training the students received. The secondary and handicapped/disadvantaged students' class training focused more on the acquisition of occupational knowledge. The postsecondary students related class training focused more on values, decision-making, and planning. The combination of the class training and ECES had a positive effect on the quantity of occupational knowledge which students gain.

In terms of the quality of occupational knowledge possessed, students rated their responses on a five-point scale. The more technical or specific their responses, the higher their scores were rated. For example, the use of occupational key words increased their ratings. The secondary students showed positive average score gains, but were not significant. The handicapped/disadvantaged experimental students scored significantly higher on average score gains than control students in this quality score area. The postsecondary students also showed positive average score gains, but were not significant.

The only group which showed a significant average score gain was the handicapped/disadvantaged student group. This perhaps was because of all populations, the handicapped/disadvantaged received the greatest amount of review of the occupational information explored during the career class experience.

In the self-report of career knowledge area, a phenomena occurred which had occurred in prior research on ECES (Myers, et.al., 1972, and Drake, et.al., 1976). The tendency of students after using ECES is to make more realistic assessments of the career knowledge they possess. This was true for all

experimental ECES students as described in the Outcomes section. This data suggests that ECES is a positive factor in enhancing more reasoned and realistic assessments of career knowledge possessed.

An interesting side note occurred during the summer program. Although the handicapped/disadvantaged control students did not have ECES or a career development class, their related work experience and employability skills classes did have an effect on their assessments. Because of these experiences their perceptions became more realistic.

The self-report of career plans after high school was one of the most interesting of four career preparation self-report items on the survey. All students (secondary, handicapped/disadvantaged, and postsecondary) raised the average level of aspiration about a level and a half on an eight-point scale. This data suggests that student use of ECES will tend to raise the educational aspiration levels.

Since adults were not tested, pre and post test results are not included in the Outcomes section. Fifteen women, however, completed a survey after attending a mid-life career change workshop which included using ECES.

The women found the workshop helpful in exploring career options. The real learning from the workshop was that there is a strong need to serve adults in the career area. This service should be organized in a systematic manner to meet the varying needs of a wide range of adults. The diversity of needs was evidenced by experiencing this day-long workshop.

Placement (Objective 2)

This objective directed its activities in the placement area. Most notable about the outcomes for this objective was the number of community placements. Use of a computer program which matched student interests and aptitudes with job requirements placed 514 students in full-time or part-time jobs.

Placements using a computer program in a systematic manner proved successful for secondary school students. The concept revolved around cooperation with local school contact persons. The beneficial effect of this program was that both students and the business community had their respective placement needs met.

Training and Counseling (Objectives 3 and 4)

Career development modules were developed to train students in the areas of exploration, decision-making and planning. The effects of the career development modules used in career classes were discussed in conjunction with the effects of ECES in the Objective 1 narrative.

Employability skills modules were also developed to train students in the areas of finding job openings, writing a resume and taking an interview.

Employability skills modules were pilot-tested with community college students with a large majority of students rating them favorable or very favorable. The modules were also used with handicapped/disadvantaged students during a summer program. The experimental group showed a gain in the quality and quantity of employability skills. The data suggests that the employability skills modules increase the students' abilities in the employability skills areas.

Monitor and Staff Training (Objective 5)

This objective focused on monitor and staff training. The monitor training held in the summer of 1978 prepared new paraprofessional ECES monitors to use the ECES program. The summer training, along with related monthly training, kept monitors working effectively with students during the school year.

Project staff also received training to increase their effectiveness. The ECES counselor training improved staff effectiveness in the delivery of the program to the various user populations. Management system training also helped project staff maintain the project on course with stated objectives.

Inservice Workshops (Objective 6)

Inservice activities were conducted in the ECES, career development, and self-placement areas. The inservice sessions provided a variety of presentations to meet the needs of different groups. The feedback from these sessions was very favorable indicating that educator and parent needs were being met.

Parent Training (Objective 7)

The needs of parents were met by providing workshops and demonstrations of Project COMPASS activities. The activities revolved around the use of ECES and how parents could better help their children with their career development. From feedback received from parents, the workshops were well appreciated and found to be helpful.

Management System (Objective 8)

The management system monitored project activities by factoring the project activities by objectives and tasks. The activities were monitored on a weekly and a monthly basis. The management system became a functional operating system which could be replicated for other projects.

Results, Products and Outcomes (Objective 9)

The final report includes a variety of products which exemplify the outcomes of the project. The presentations, open houses, and demonstrations disseminated the process outcomes of the project. The final report will serve as a comprehensive display of the positive effects of Project COMPASS.

RECOMMENDATIONS

ECES Career Plans (Objective 1)

This section will make recommendations in terms of Project COMPASS objectives.

The use of ECES with a related career development class should continue. The career class should spend adequate time on the review of occupational information prior to teaching career decision-making and planning. The combination of a career development class with the use of ECES seems to be a viable way of delivering career development to different student populations.

The adult population needs expanded career development services including ECES and a career development class. Linkages of community agencies and adult education programs with the ECES program should be addressed. This linkage would provide an adult ECES user population for further research.

Placement (Objective 2)

The use of a computer-assisted placement program which matches student interests and abilities with job requirements should continue. Systematic placement of students and adults into the job market is a recommended activity. Further cooperation with the business community should be encouraged.

Training and Counseling (Objectives 3 and 4)

The use of the career development and employability skills modules should continue with the different student populations. These modules could also be used with some modification for adults. The use of a career development and employability skills class experience with ECES is a desirable and realistic method of delivery to different user populations.

Monitor and Staff Training (Objective 5)

Monitor training should continue to be a part of project operations. A summer training program has been designed for the summer of 1979. The monthly meetings with monitors should also continue because of the positive effects.

Staff training, especially in the area of communications, should continue to enhance staff development.

Management System (Objective 8)

The management system concept should be maintained as a part of project operations and applied to different projects which are similar to Project COMPASS.

Results, Products and Outcomes (Objective 9)

Presentations, open houses, and demonstrations should be a continuing part of project activities. The final report should be disseminated to appropriate populations. Articles which focus on project outcomes should be written and submitted to various professional journals.

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APPENDICES

Appendix A

Day-on-the-Job Application Forms
and Materials

Business and Education Coordinating Council
708 Root Street
Flint, Michigan 48503

Gentlemen:

Day-On-The-Job applications from the _____ District are being
submitted today _____ for the following students in the
(date)
designated areas.

<u>Fill In When Submitting to B.E.C.C.</u>		<u>Fill In After D.O.J. Assigned</u>	
<u>STUDENT</u>	<u>POSITION DESIRED</u>	<u>DATE SCHEDULED</u>	<u>PLACEMENT/EMPLOYER</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Your prompt attention in placing these students will be appreciated.

Counselor

DAY-ON-THE-JOB APPLICATION

Please complete the information requested below. This is not only a practice exercise to give you experience filling out an application, but it will also serve to tailor your Day-on-the-Job visit to your needs.

PERSONAL INFORMATION

Date _____ Soc. Security No. _____

Name _____ Phone _____ Sex _____ Age _____
(Last) (First) (Middle)

Address _____
(Street) (City) (State, Zip)

Date of Birth _____ Height _____ Weight _____ Hair Color _____ Color of eyes _____

Grade _____

EDUCATION

School _____ Years attended _____ Major subject _____

Address _____
(Street) (City) (State, Zip)

REFERENCES

Name	Address	Occupation
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____

DAY-ON-THE-JOB POSITION DESIRED _____

Applicant's signature _____ Counselor's signature _____

ECES Referral: Yes _____ No _____

DAY-ON-THE-JOB ASSIGNMENT INFORMATION

Company: _____

Address: _____ Phone: _____

Date: _____ Time: _____

Contact Person: _____

Special Instructions: _____

DAY-ON-THE-JOB

What Is Day-on-the Job?

Day on the Job is a program that helps students develop realistic career goals. Students, either individually or in small groups, are given the opportunity to observe and participate on a job for a full day or part of a day. The program is coordinated for area schools and the participating businesses by the Business and Education Council.

What Do Students Do For a Day?

They ask questions about.....

- Salaries
- Opportunities
- Requirements
- Working Conditions
- Fringe Benefits
- Application Procedures
- Skill Requirements
- Employee Responsibilities

They observe.....

- Employees
- Procedures
- Skills
- Work Pace
- Machine Operations
- Tools
- Equipment

Participate.....

When and wherever possible students are given work tasks that are related to their interest area.

Business Benefits.....

The Businessman benefits of the "Day-on-the-Job" program are:

- Potential employees can be identified
- Relations with local schools can be improved
- The image of local business can be improved
- Profit and loss can be better explained
- Direct input into school counseling and training programs can be accomplished
- Gives positive leadership to the local community and its economic problems.

Student Benefits.....

Students have the opportunity to develop:

- Better goal and decision making capabilities
- Confidence and knowledge to seek employment and/or training
- Clearer understanding of the work ethic and individual responsibility

Value of the Program.....

Time spent by a young person exploring occupations has definite value to students and businessmen.

Students exposed to the business community are better informed and consequently better prepared. The results are:

- lower employee turnover
- higher job satisfaction
- higher productivity
- better quality of work

Appendix B
Midlife Career Change
Workshop Booklet

Midlife Career Change
Workshop

WORKBOOK

TEN THINGS I LIKE TO DO

--	--	--

Insights I have gained about myself

ANALYSIS OF SKILLS

What Did You Do?

Learned Skills Special Knowledge

Natural Abilities

FAIR CHAIRMAN

Chose fifteen committee chairmen	recruiting skills knowledge of the community	ability to persuade able to generate enthusiasm
Assessed scope of total task	analyzed the different aspects of the whole task	analytical type mind
Assigned chairmen to appropriate committees	evaluation of abilities and motivation level of people	ability to judge human nature - practical, common sense psychology
Led meetings of committee chairmen. Delegated responsibilities. Set up system of reporting progress.	leading skills delegation of responsibility supervision of personnel	public speaking able to express myself well clear, concise reasoning well-organized systematic
Coordinated efforts of interdependent committees; general troubleshooter.	supervisory skills personal relations skills mediation skills	empathetic listener peacemaker
Helped set committee budgets. Authorized major advertising expenditures. Coordinated major purchasing of supplies.	budget analysis basic bookkeeping purchasing skills research	attention to detail; logical math aptitude ability to take responsibility

Analysis of Interests

Sample

Accomplishment
I enjoyed.

I planned the bowling
banquet.

Why did you
enjoy it?

I like working with people,
helping my friends and decorating.

Again, why?

I like people, organizing,
planning, and being creative.

Accomplishment
I enjoyed.

I planned the bowling
banquet.

Why did you
enjoy it?

I liked choosing the prizes
and collecting the money.

Again, why?

I like working with monies,
researching,

WHAT DID YOU DO?

LEARNED SKILLS
Special Knowledge

NATURAL ABILITIES

JOB TITLE

WORKBOOK
SKILLS AND ABILITIES

WHAT DID YOU DO?

LEARNED SKILLS
Special Knowledge

NATURAL ABILITIES

SKILLS AND ABILITIES

JOB TITLE

WORKBOOK

REMEMBER: A skill is something you can do.

Some skill verbs: I am good at: (underline appropriate words).
(Add more of your own.)

writing
analyzing
designing
directing
delegating
enlisting
persuading
training
reconciling
bookkeeping
reporting
advocating
lobbying

defining
organizing
planning
initiating
developing
leading
administering
managing
encouraging
promoting
motivating
trouble-shooting
communicating

researching
evaluating
programming
coordinating
implementing
recruiting
counseling
educating
negotiating
budgeting
summarizing
fund-raising
public speaking

When a person does these things, they must do it to something:
to a person, to a thing, or to some data.

Copy underlined words in a vertical list, add any verbs which express
other things you know you can do, then try to add person, things or
data words. Add adjectives in order to be as specific as possible.

I am good at writing research reports, committee minutes.
I am good at educating very young children.

SELF MANAGEMENT ANALYSIS

A. In any management process, it is important to identify those factors which are likely to aid you in your career development efforts.

- a) Internal factors (personal characteristics such as perseverance, initiative, etc.). Be generous to yourself in this inventory of strengths. You might ask a trusted friend what he/she sees as your major personality assets.

- b) External factors (supportive people or fortunate circumstances of any kind; e.g., a husband who is glad you are considering these self management questions, a wide circle of contacts, etc.).

B. It is also essential to identify those factors which are apt to hinder you in your career development efforts.

- a) Internal factors (e.g., procrastination).

WORKBOOK

SELF MANAGEMENT ANALYSIS (Cont'd.)

- b) External factors (e.g., very small children, an aged parent, health disability, too many commitments to diverse people and things).

- c. Some things cannot be changed; good self management is responsible self management. Other things can be modified, and must be, if new developmental activities are to be started. Make a listing of things that could be changed, if you decided that a focused life-style was desirable for you.

TENTATIVE CAREER IDEAS

By this time, you probably have two or three career ideas that might be worth exploring further. Using all information you have gained about yourself and your society, document your choices.

General career area I _____

Why do you feel this might be a good career area for you?

General career area II _____

Why do you feel this might be a good career area for you?

EXERCISES SESSION II

EXERCISE II D

(20 minutes)

Ten Things I Like To Do (adapted from Sidney Simon's "Value Clarification")

Step One: Turn to page 11 of your gold workbook.

Step Two: In the center column, write down at least ten things you like to do.

Step Three: In the lefthand column:

- a. put the symbol \$ beside those things that cost
- b. put the symbol P beside those things you much prefer to do with people; put the symbol A beside those things you much prefer to do alone;
- c. put the symbol IN beside those things you do indoors;
- d. put the symbol OUT beside those things you do outdoors;
- e. put the symbol SP beside those things you usually do spontaneously;
- f. put the symbol PL beside those things you plan ahead to do

In the righthand column:

- a. put the symbol R beside those things that are risky, either physically, psychologically or intellectually;
- b. put the symbol UNC beside those things that would be considered by most people to be unconventional;
- c. put the symbol W beside those things that are, or could be, work related;
- d. put approximately the month and year when you last did this thing.

Step Four: If time is short, hand out mimeographed copies of this interpretation sheet to finish workbook at home.

Interpretation - Lefthand Column:

- a. If many of your "liked things" cost money, you might have difficulty if you were ever short of money. Perhaps you would be happiest with a paid job eventually in order to have some financial independence.

EXERCISE II D (Cont'd)

- b. If you marked People by many items, you might want a life-work that was directly associated with many people, either as co-workers or as clients.

If you had more Alone markings, you might flourish best where your work allowed you to operate independently, to work at a task in your own way.

- c. If you had more INs than OUTs, you are likely to enjoy basically sedentary work done in comfortable circumstances, in a sheltered, structured environment.

If OUTs predominate, perhaps you would like work which requires you to travel within the city or out of the city. Freedom of movement within the work environment is likely to be important to you.

- d. If you like to do things SPontaneously, your work could also be unstructured, work where you must be flexible, able to change direction as needed. Perhaps even work that has no set "job description" would be comfortable for you.

If you are basically a Planning type of person, that quality should be utilized in your worklife. Many kinds of work demand an ability to plan ahead, consider options, decide on a plan of action.

Interpretation - Righthand Column:

- a. If you had more than 3 risk items, you could probably cope with work that has a high possibility of failure inherent in it. You might be able to be comfortable with commission rather than salary.
- b. If you have at least 2 "unconventionals", you might be able to take on work that would be considered non-traditional for someone of your age, sex or social standing.
- c. If you have some things you love to do that would fit into the category of work, pay special heed. Try to think of formal work that has your "loved thing" at the core of it.

Appendix C
Placement Users' Manual

USERS MANUAL



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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MAPPTM

Macomb
Area Placement
Project

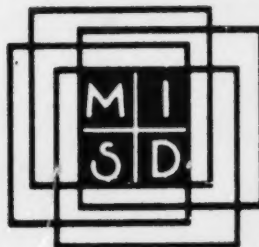
MAPPTM/JOB FILE

USERS MANUAL

A COMPUTERIZED JOB FILE
FOR USE WITHIN
A REGIONAL PLACEMENT SERVICE

DEVELOPED BY: SPECIAL SERVICES DEPARTMENT

BERNARD GUCWA, PROJECT DIRECTOR
RICHARD SHERIDAN, SYSTEMS ANALYST



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MACOMB INTERMEDIATE SCHOOL DISTRICT
44001 Garfield Road - Mt. Clemens, Michigan 48043

INTRODUCTION

A computerized job file was developed as part of the Macomb Area Placement Project to serve as the delivery system between the Regional Placement Office and local high school placement offices.

The system is predicated on an area-wide bank of live jobs stored in a computer and accessed remotely by computer terminals in the local high school placement office by placement specialists, who match client with job and make appropriate referrals.

This users manual explains the command structure used in accessing the file.

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HOW TO ACCESS THE JOB FILE

AFTER YOU HAVE PLUGGED IN THE TERMINAL:

1. Turn coupler to ON (Full duplex).
2. Turn terminal power switch on.
Turn terminal to line.
3. Dial 286-8200.
If using a Teletype Terminal there are no other switches to set.
If using a Decwriter II Terminal, set the baud rate switch at 300.
4. When you hear a high-pitched squeal, place phone in coupler (watch cord).
5. The return key and linefeed key must be struck.
6. The computer will respond PLEASE LOG IN.
7. Type in HEL-A_ _ _ , your password (R) .
8. Computer should respond with message, last word 'COMMAND?'
9. You are now ready to use the system.
10. You may sign off the computer by typing in BYE (R) .
11. Hang up phone, turn off coupler, turn off terminal.

LIST OF COMMANDS:

<u>COMMAND LETTER</u>	<u>RESULT</u>
A (ALL)	Prints all jobs (grouped by cluster)
C (CLUSTER)	Prints all jobs in specified cluster(s)
E (EMPLOYER)	Prints all jobs of specified employer(s)
J (JOB)	Prints specified job(s)
R (REFERRAL)	Used to submit referral requests
R* (RESULTS OF REFERRAL)	Used to submit results of a referral
RO (REFERRALS OUTSTANDING)	Prints all outstanding referrals
MES (MESSAGE)	Used to send a message to the Regional office
HELP (INSTRUCTIONS)	Prints out all available commands
BYE	Used to sign off the computer

DELIMITERS (FOR A, C, E AND J COMMANDS)

CHARACTER

(,) COMMA - SEPARATES PARAMETERS
TRANSLATED AS 'AND'

(:) COLON - SEPARATES PARAMETERS
TRANSLATED AS 'THROUGH'

(-) DASH - SEPARATES COMMAND
LETTER PARAMETERS FROM SUBSET
PARAMETERS, TRANSLATED AS
'BUT ONLY'

EXAMPLE

C10,14 indicates the user is requesting
a list of jobs in Clusters 10 AND 14

C10:14 indicates the user is requesting
a list of jobs in Clusters 10 THROUGH 14

C10:14-15,16 indicates a request for jobs
in Clusters 10 THROUGH 14 BUT ONLY
employers 15 AND 16

A COMMAND

A (ALL) - ENTIRE LIST OF JOBS

COMMAND?A

*** JOB BANK ***

CLUSTER# 1 AGRI-BUSINESS AND NATURAL RESOURCES

CLUSTER# 2 BUSINESS AND OFFICE

EMPLOYER# 5

MICHIGAN BLUE CROSS/BLUE SHIELD
600 E. LAFAYETTE (CHRYSLER FREEWAY)
DETROIT , MI -

CONTACT: BARBARA GIBBS - PERSONNEL DEPT.
225-9613

- OPENINGS -

JOB# 3 5/13/76

(2) KEYPUNCH OPERATOR (FULL TIME)
\$3.40/HR : BI-WEEKLY
HRS: 8:30-4:15 DAYS: M-F
AGE: 18 AND UP
REQ: BASIC TYPING SKILLS.

REFERRALS

DATE CENTER

6 MORE REFERRALS WILL BE ACCEPTED.

* * *

CLUSTER# 3 COMMUNICATIONS AND MEDIA

EMPLOYER# 4

MANUFACTURER'S NATIONAL BANK
411 N. LAFAYETTE
DETROIT, MI -

CONTACT: RICHARD HALL - PERSONNEL OFFICER
222-5763

- OPENINGS -

JOB# 5 5/13/76

(2) TELEPHONE RECEPTIONIST/OPERTOR (FULL TIME)

\$2.30/HR : BI-WEEKLY

HRS: 9AM-5PM DAYS: M-F

AGE: 18 AND UP

REQ: GOOD VERBAL SKILLS, PLEASANT PERSONALITY, BASIC TYPING SKILLS

REFERRALS

DATE CENTER

4 MORE REFERRALS WILL BE ACCEPTED.

* * *

CLUSTER# 4 CONSTRUCTION

CLUSTER# 5 CONSUMER AND HOMEMAKING EDUCATION

CLUSTER# 6 ENVIRONMENT

CLUSTER# 7 FINE ARTS AND HUMANITIES

CLUSTER# 8 HEALTH

EMPLOYER# 3

BI-COUNTY COMMUNITY HOSPITAL
13355 E. 10 MILE ROAD (NEAR SCHOENHERR)
WARREN, MI 48093

CONTACT: LELAND SALO - PERSONNEL DIRECTOR
758-1800

- OPENINGS -

JOB# 2 5/ 5/76

(2) MALE ORDERLY (FULL TIME)
\$2.50/HR : BI-WEEKLY
HRS: 9AM-6PM DAYS: MON-SAT
AGE: 18 AND UP
REQ: GOOD HEALTH, PHYSICAL STAMINA

REFERRALS

DATE CENTER

8 MORE REFERRALS WILL BE ACCEPTED.

* * *

CLUSTER# 9 HOSPITALITY AND RECREATIONS

CLUSTER#10 MANUFACTURING

CLUSTER#11 MARINE SCIENCES

CLUSTER#12 MARKETING AND DISTRIBUTIONS

CLUSTER#13 PERSONAL SERVICES

EMPLOYER# 1

CHATHAM SUPERMARKETS
28120 DEQUINDRE (AT 12 MILE)
WARREN, MI 48091

CONTACT: SHIRLEY KECK - EMPLOYMENT SUPERVISOR
759-4600

- OPENINGS -

JOB# 4 5/13/76

(2) CUSTODIAN AND BUILDING MAINTENANCE (FULL TIME)
\$3.00/HR : BI-WEEKLY
HRS: 4PM-MIDNIGHT DAYS: M-F
AGE: 21 AND UP
REQ: RELIABLE, PHYSICAL STAMINA.

REFERRALS

DATE CENTER

4 MORE REFERRALS WILL BE ACCEPTED.

* * *

CLUSTER#14 PUBLIC SERVICES

CLUSTER#15 TRANSPORTATION

111

C

COMMAND

C

(INDIVIDUAL CLUSTER(S))

COMMAND?	C2	(List all jobs in Cluster #2)
	C2:7	(List all jobs in Clusters 2 <u>through</u> 7)
	C2:7,9	(List all jobs in Clusters 2 <u>through</u> 7 and 9)
	C2:7,9-15	(List <u>all</u> jobs in Clusters 2 <u>through</u> 7 and 9 <u>but</u> <u>only</u> employer 15)
	C2:7,9-15:17,21	(List <u>all</u> jobs in Clusters 2 <u>through</u> 7 and 9 <u>but</u> <u>only</u> employers 15 <u>through</u> 17 and 21)

COMMAND? C2

*** JOB BANK ***

CLUSTER# 2 BUSINESS AND OFFICE

EMPLOYER# 5

MICHIGAN BLUE CROSS/BLUE SHIELD
600 E. LAFAYETTE (CHRYSLER FREEWAY)
DETROIT , MI --

CONTACT: BARBARA GIBBS - PERSONNEL DEPT.
225-9613

- OPENINGS -

JOB# 3 5/13/76

(2) KEYPUNCH OPERATOR (FULL TIME)
\$3.40/HR : BI-WEEKLY
HRS: 8:30-4:15 DAYS: M-F
AGE: 18 AND UP
REQ: BASIC TYPING SKILLS.

REFERRALS

DATE CENTER

6 MORE REFERRALS WILL BE ACCEPTED.

* * *

COMMAND?

E COMMAND

E (INDIVIDUAL EMPLOYERS(S))

COMMAND? E1
E1:4
E1:3,5
E1:3,5-8

(List all jobs available by employer #1)
(List all jobs available by employers
#1 through #4)
(List all jobs available by employers
#1 through #3 and #5)
(List all jobs available by employers
#1 through #3 and #5 but only in
Cluster #8)

COMMAND? E1

CLUSTER#13 PERSONAL SERVICES

EMPLOYER# 1

CHATHAM SUPERMARKETS
28120 DEQUINDRE (AT 12 MILE)
WARREN, MI 48091

CONTACT: SHIRLEY KECK - EMPLOYMENT SUPERVISOR
759-4600

- OPENINGS -

JOB# 4 5/13/76

(2) CUSTODIAN AND BUILDING MAINTENANCE (FULL TIME)
\$3.00/HR : BI-WEEKLY
HRS: 4PM-MIDNIGHT DAYS: M-F
AGE: 21 AND UP
REQ: RELIABLE, PHYSICAL STAMINA.

REFERRALS

DATE CENTER

4 MORE REFERRALS WILL BE ACCEPTED.

* * *

CLUSTER#14 PUBLIC SERVICES

CLUSTER#15 TRANSPORTATION

COMMAND

J (INDIVIDUAL JOB(S))

COMMAND?

J2

J2:4

J2:4,7

(List Job #2)

(List Job #2 through Job #4)

(List Job #2 through #4 and #7)

COMMAND? J2

EMPLOYER# 3

BI-COUNTY COMMUNITY HOSPITAL
13355 E. 10 MILE ROAD (NEAR SCHOENHERR)
WARREN, MI 48093

CONTACT: LELAND SALO - PERSONNEL DIRECTOR
758-1800

JOB# 2 5/ 5/76

(2) MALE ORDERLY (FULL TIME)

\$2.50/HR : BI-WEEKLY

HRS: 9AM-6PM DAYS: MON-SAT

AGE: 18 AND UP

REQ: GOOD HEALTH, PHYSICAL STAMINA

REFERRALS.

DATE CENTER

8 MORE REFERRALS WILL BE ACCEPTED.

* * *

COMMAND?

R COMMAND

R (REFERRAL)

COMMAND? R3

(Submits a referral from your center
on Job #3 to the MAPP office)

COMMAND?R3

JOB# 3

KEYPUNCH OPERATOR/MICHIGAN BLUE CROSS/BLUE SHIELD

CORRECT(Y OR N)?Y
REFERRAL BEING SENT.

YOU ARE NO. 122
NOW SERVING NO. 121
121

REFERRAL HAS BEEN RELAYED TO THE MAPP OFFICE.

REFERRAL APPROVED, THANK YOU FOR WAITING.

COMMAND?

115

R* (REFERRAL RESULTS)

R* COMMAND

COMMAND? R*3

(Indicates user wishes to submit the referral results on Job #3)

THE TERMINAL RESPONDS WITH:

JOB #3: (Job Title - Employer Name)

PLACEMENT INFORMATION? (A) (B) (C) (D) (E)

Explanation:

Command R* is entered followed by a job number. The terminal then prints out a short description of the job for visual verification. The prompt 'placement information?' is asking for the following:

(A) S - Successful Placement
U - Unsuccessful placement
W - Wrong job, allows user to return to 'COMMAND?'

(B) M - Male
F - Female

(C) Age

(D) Grade Level
9 - Ninth Grade
10 - Tenth Grade
11 - Eleventh Grade
12 - Twelfth Grade
G - Graduate
D - Dropout
X - Other

(E) Race
A - American Indian
B - Black
O - Oriental
S - Spanish Surnamed
W - White
X - Other

COMMAND?R*3

REFERRAL RESULTS

JOB# 3: KEYPUNCH OPERATOR - MICHIGAN BLUE CROSS/BLUE SHIELD

PLACEMENT INFORMATION?SF1812W

COMMAND?

116

RO COMMAND

RO (REFERRALS OUTSTANDING)

COMMAND? RO

(Lists all unanswered referrals
submitted by your center)

COMMAND?RO

*** REFERRALS OUTSTANDING ***

DATE	JOB NO.	JOB TITLE/EMPLOYER
5/13/76	3	KEYPUNCH OPERATOR/MICHIGAN BLUE CROSS/BLUE SHIELD

COMMAND?B

MES COMMAND

MES (MESSAGE)

(Sends the message to the MAPP office
terminal)

COMMAND?MES-MY ERROR! PLEASE VOID REFERRAL ON JOB#3.

COMMAND?

117

HELP COMMAND

HELP (INSTRUCTIONS)

(Lists all available commands)

COMMAND?HELP

YOUR OPTIONS ARE AS FOLLOWS:

TYPE 'A' TO LIST ALL JOBS IN THE JOB BANK.

TYPE 'C' AND A CLUSTER NUMBER TO LIST ALL JOBS IN A SPECIFIC CLUSTER.

TYPE 'E' AND AN EMPLOYER NUMBER TO LIST ALL JOBS AVAILABLE FROM A SPECIFIC EMPLOYER.

TYPE 'J' AND A JOB NUMBER TO LIST A SPECIFIC JOB.

TYPE 'R' AND A JOB NUMBER TO SUBMIT A REFERRAL TO THE M.A.P.P. OFFICE.

TYPE 'RO' TO LIST ALL OUTSTANDING REFERRALS FROM YOUR CENTER.

TYPE 'R*' AND A JOB NUMBER TO SUBMIT THE REFERRAL RESULTS ON A SPECIFIC JOB.

TYPE 'MES-' AND ANY TEXT TO SUBMIT A MESSAGE TO THE MAPP OFFICE.

TYPE 'BYE' WHEN YOU ARE FINISHED USING THE JOB BANK.

NOTE: AFTER YOU ENTER A COMMAND ALWAYS HIT THE 'RETURN' KEY.

COMMAND?

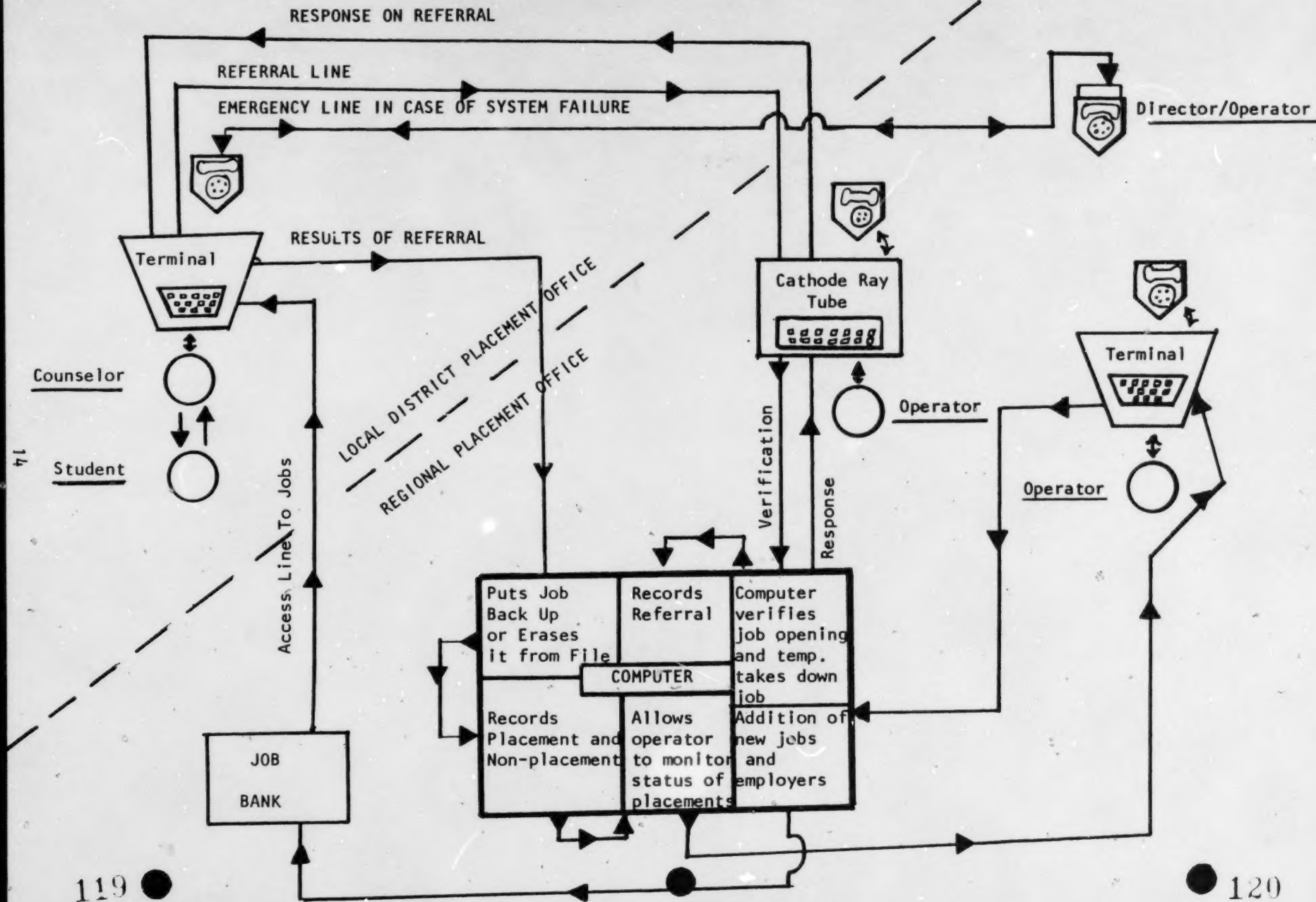
BYE COMMAND

BYE (Signs user off the computer)

Terminal responds with:

007 MINUTES OF TERMINAL TIME

MAPP CONFIGURATION



Appendix D

ECES Student Manual

Student Manuals
Available Upon Request to:

Mr. Alva E. Mallory
Director of Vocational Education
and Career Development Services
Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507

Appendix E

ECES Career Development Modules

GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

ECES CAREER DEVELOPMENT SERIES

AWARENESS MODULE

Module 1

Teacher/Counselor Lesson Plan

Written By

Mary T. Embrey

Jeffrey W. Drake

1978

Under the Direction of

Alva E. Mallory, Director
Vocational Education and Career Development Services

SKILL OVERVIEW - AWARENESS

What It Is:

Knowing the five areas of ECES that will help assist you in relating yourself to a potential job.

Why It Is Important:

If you understand your interests and your values, you have a better chance at choosing occupations that best fit your needs.

How You Do It:

- 1) Reviewing interest areas (DATA - PEOPLE - THINGS) and listing those jobs that you like in each area of interest.
- 2) Choosing a level of education that you are willing to complete for a job.
- 3) Reviewing different job values and rating them according to how you feel about each area.
- 4) Listing your own personal values that are necessary to you in making the best job choice.
- 5) Looking at the different levels of learning and rating each level according to how you personally feel about the way you learn.

LEARNING EXPERIENCES - INTERESTS

- 1) Ask the students to respond to the question, "All jobs can be classified into three areas; what are they?"
- 2) List their responses on the board -- accept all responses.
- 3) Have class look at the list. Are there any similarities? Any differences? Can they find jobs and note the difference between categories?
- 4) Write DATA - PEOPLE - THINGS on the board. Give students definition of each interest area:

DATA - jobs that are related to information (giving and receiving).

PEOPLE - jobs that are related to serving others in some capacity.

THINGS - jobs that require using equipment or tools as a major role.

Have students then take their information and with your assistance put it under each of these categories.

Question: Does everything go under each of these areas?

--Respond to their feedback supportively.

Question: Could any of these areas be under more than one?

--Respond to their feedback. If students state that yes some things, especially jobs, seem to fall under more than one area, put those jobs under each area student states.

- 5) Have students name different jobs until you have at least 30. Write on the board the list. They may use the MOIS Inventory sheet to get job titles. Now sort the jobs under the seven interest areas found in ECES.

DATA

PEOPLE - THINGS

DATA - PEOPLE

PEOPLE

DATA - PEOPLE - THINGS THINGS

DATA - THINGS

After you have classified the different jobs under each interest area, have the students go to their student manual page 43 - the Occupations Chart. At this time explain to them the need to rank order the seven interest areas according to their likes and dislikes. Have them write down the number above the interest area on the chart. NOTE: When ranking the interest areas, be sure the students understand that one (1) means most important and seven (7) means least important. For example:

DATA (3)

DATA - PEOPLE (2)

DATA - PEOPLE - THINGS (1)

DATA - THINGS (4)

PEOPLE - THINGS (5)

PEOPLE (6)

THINGS (7)

When they finish ranking their interest areas have them transfer the information to page 9 in the student manual.

Resources

1. Any available materials on occupations that are accessible to the whole class.
2. Dictionary of Occupational Titles (D.O.T.)
3. ECES Occupational Chart.

Activities

1. Define data, people and things to the class, then divide the class into three groups and hand them a definition of an interest area. Each group will then have the task of brainstorming as many occupations as they can in their own interest area and recording these occupations. After a set time period the students will return to the group as a whole. One student from each group should put on the board their list of occupations. If there are like occupations under the different areas, explore with the class possible reasons for their placement of the occupation in the group. Afterwards have the class include expanding interest areas to data-people, people-things, data-things and data-people-things. List these occupations on the board.
2. Have students complete worksheets in small groups allowing them to use whatever resources are available. Encourage free-thought and not dependence on friends. The focus is individual career awareness.
3. Have students rank order their interest areas in ECES manual on Page nine.

Name _____

School

List the data jobs held by members of your family.

List the data jobs held by friends and neighbors.

List the data jobs you have seen on TV, in movies, read about or heard about.

List one other data job.

Data jobs are those jobs that _____

DATA JOBS

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.



Review your list of data jobs. Select at least three data jobs which interest you and list them. Identify and list at least one additional data job you are interested in.

Data Jobs Which Interest You

_____	_____
_____	_____

Review your list of people jobs. Select at least three people jobs which interest you and list them. Identify and list at least one additional people job you are interested in.

People Jobs Which Interest You

_____	_____
_____	_____

Review your list of things jobs. Select at least three things jobs which interest you and list them. Identify and list at least one additional things job you are interested in.

Thing Jobs Which Interest You

_____	_____
_____	_____



Of the jobs you have listed under Data, People and Things, can you put some of them together?

List three Data - People Jobs: _____

List one More Data - People Job: _____

List three People - Things Jobs: _____

List one more People - Things Job: _____

List three Data - Things _____

List one more Data - Things Job: _____

List three Data - People - Things Jobs: _____

List one more Data - People - Thing Job: _____

Of all the seven interest areas, which one do you like the best? _____

AWARENESS OVERVIEW

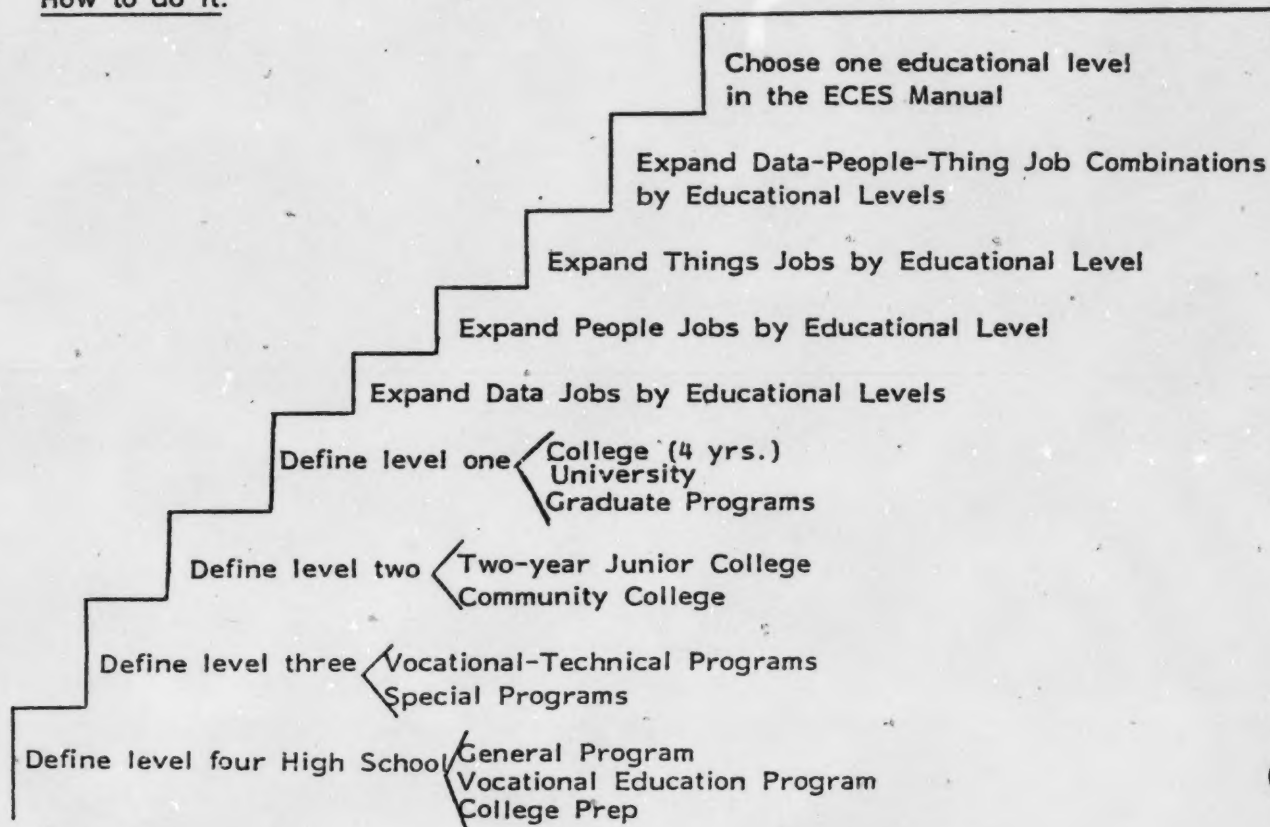
EDUCATIONAL LEVELS

What it is: Students will be able to make a tentative decision of an education level and list occupations which interest them in this area.

Task: (1) Students will be able to define the different levels of education.
(2) Students will list a number of jobs they are interested in based on data-people-things charts with educational level.

Why it is important: If students learn to expand the number of jobs according to educational programs, they will be able to choose a career with a specific educational objective.

How to do it:



LEARNING EXPERIENCES - LEVELS OF EDUCATION

- 1) Define the four (4) levels of education as found in ECES:

Level 1 - Four (4) years or more of college education

Level 2 - Two (2) years of junior or community college (give examples such as Mott Community College, Lansing Community College, or Baker Junior College, etc.)

Level 3 - One (1) to three (3) years of Vocational-Technical Training. (Give examples of vocational schools such as schools of cosmetology or data processing, apprenticeship programs at GM, etc.)

Level 4 - High School diploma

- 2) Have students turn to page 10 in student manual. Say to them: "At this time in your life, how much education are you willing to complete for a job? What you choose at this time does not mean you will have to keep it, but you may change your decision any time you are on ECES. When you decide, place a check by the level that best fits you!"

Expanding Education Levels

RESOURCES:

1. Have booklets and/or pamphlets available for: jobs which require high school diplomas; jobs which require apprenticeships or vocational-technical training; jobs which require two-years of college training; and jobs which require four or more years of college.
2. Chart of 400 occupations as found in ECES Student Manual.
3. Dictionary of Occupational Titles (D.O.T.)
4. Hand out of definitions of educational levels.

ACTIVITIES

1. Brainstorm with class as many possible jobs as they can come up with and write them on board. Divide into small groups, each group representing different educational levels. Have each group choose from the list on the board those jobs that fit their level. Share with each other the jobs. If job conflicts come up, have group members give reasons why that job best fits their educational level.
2. Do work sheets on educational levels - students could work in groups or individually. NOTE: Some students working in groups could feel intimidated rejecting their own choice and conforming to peer pressure.
3. Have students make one selection in the ECES Manual on Page 10.

EDUCATION LEVELS

Name _____ School _____

List 3 Jobs In Your Best Liked Interest Area for Each Level Of Education

Best Liked Interest Area: _____

<u>LEVELS OF EDUCATION:</u>	<u>JOBS</u>	<u>INTERESTS</u>
1. 4-Years of College or More	1. _____	Data
	2. _____	People
	3. _____	Things
2. 2-Year College	1. _____	Data
	2. _____	People
	3. _____	Things
3. Technical-Vocational Certificate of Apprenticeship	1. _____	Data
	2. _____	People
	3. _____	Things
4. High School Diploma	1. _____	Data
	2. _____	People
	3. _____	Things



eces

AWARENESS OVERVIEW

WORK VALUES

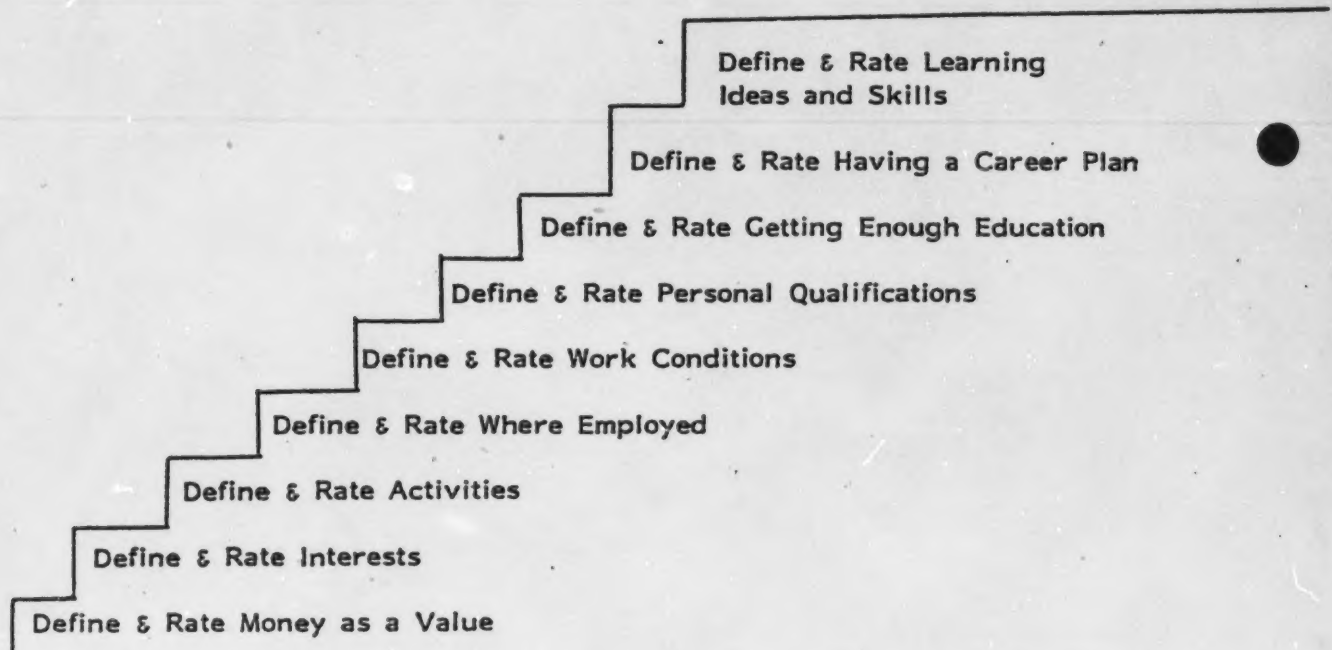
What it is: Students will be able to rate the nine work values according to their career interests.

Task: (1) Students will be able to define each work value according to their needs.

(2) Students will recognize that given different values that they may not be given equal weights or degree of importance by everyone.

Why It Is Important: If you learn to rate these work values according to your needs, you will then be able to choose occupations that support your more highly rated values.

How to do it:



ACTIVITY:

Have students turn to Page 31 in the ECES Student Manual. Discuss nine work values with the students. Explore feelings of class on each value. After group discussion have the students turn to Page 31 in the manual and rate the work values.

LEARNING EXPERIENCES - WORK VALUES

- 1) Tell students that in ECES we have chosen nine work values which we feel they should consider when exploring an occupation.

List the nine values on the board and give a brief definition of each one - the definitions can be found in the student manual on page 31.

MONEY

INTERESTS

ACTIVITIES

WHERE EMPLOYED

WORKING CONDITIONS

PERSONAL QUALIFICATIONS

GETTING ENOUGH EDUCATION

CAREER PLAN

IDEAS AND SKILLS

- 2) Have the students turn to page 12 in their manuals and in the upper left hand corner have them write their ratings for each work value.

Explain to them the values scale. Tell them to use the numbers from one (1) to nine (9): one meaning least important and nine meaning the most important. Stress the fact they may use the numbers as often as they choose. For example if all the nine values are most important to them, then they should have all nines as their rating.

AWARENESS OVERVIEW

PERSONAL VALUES

What it is: Student will be able to identify their values (physical, emotional, intellectual) and list job choices related to these values.

Task: (1) Students will discuss the role of personal values and preferences in career choices.

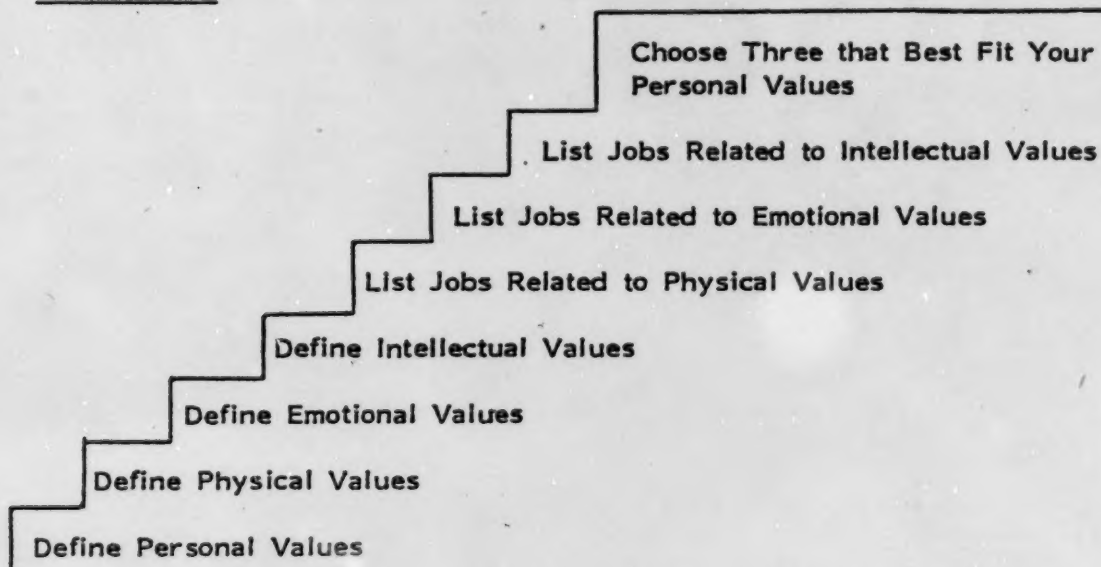
(2) Students will differentiate career opportunities on the basis of the abilities and values that are associated with them.

(3) Students will be able to identify events which could cause a person's values and goals to change.

(4) Students will be able to establish alternatives in relationship to career choice and personal values.

Why It Is Important: If you learn to identify your values according to your needs and interests in a career, you will then be able to choose an occupation that is based on choice not chance.

How to do it:



LEARNING EXPERIENCES - PERSONAL VALUES

- 1) Ask students to name other values they may have other than the nine (9) work values we have just rated. List these values on the board.
- 2) Now ask students, "Of these values, which ones do you feel are related to work?" Underline those values.
- 3) Ask the student why a particular value is important to them and how it would make a difference in choosing a job.
- 4) Have students turn to pages 32, 33, and 34 and read the personal values and their definitions.
- 5) Tell students to choose three values from these pages or from the board or from their own experiences and write them in their manual on page 12.

NOTE: Stress the importance that they must choose three (3) and that the three values are values they feel would be necessary to have from a job to feel satisfied in that position.

- 6) When they finish writing their values, have them rate each one on a scale from one (1) to nine (9). (Give some directions for scale as in work values.) NOTE: Students should rate these values fairly high (example: 7 - 9) because they have chosen them as necessary for job satisfaction.

Expanding Personal Values

RESOURCES:

1. Have ECES student manuals with personal value lists available.
2. Any other material or handouts which list and describe personal values.
3. Give out description of physical, emotional and intellectual values.

ACTIVITIES:

1. Brainstorm with the class personal values. Have someone copy all of these values and xerox copies for rest of class to keep as reference.
2. Divide group into physical, emotional and intellectual values groups and have them decide which values fit into their group.
3. Divide the group into small working groups to explore those events which would cause physical values to change, emotional values to change, or intellectual values to change.
4. Using overhead projector place different job descriptions, A-1, A-2, A-3, A-4, or A-5 on projector. Read the description and have students write down three values they heard. (Do all five.)
5. Do the values auction sheet.
6. Do this strategy with the group.
Object: To assist students in understanding compromise when there is conflict in value priority.

Divide class into groups of five, tell students the following:

Your group has been given the responsibility of selecting five (5) persons from the list of volunteer candidates below who are to be sent as ambassadors to a new planet. This planet has requested five (5) representatives of occupations that would best represent our world.

You will have 30 minutes to reach a group decision. Do not use voting or flipping coins.

The volunteers are:

1. Computer Programmer
2. Machine Operator
3. Flight Attendant
4. Engineer
5. Secretary
6. Teacher
7. Commercial Artist
8. Long-Distance Truck Driver
9. Model
10. Salesperson
11. Doctor
12. Farmer
13. Miner
14. Repairperson
15. Disc-Jockey
16. Accountant
17. Short-Order Cook
18. Waitress
19. Lawyer
20. Nurses Aide

Note: As the teacher, you may compile any list of occupations you like. You may consider compiling in each level of education or each interest area. Use the ECES occupational chart for suggested jobs.

7. Using worksheets have student list three occupations that would support at least three of their own values.
8. Now complete the values list in student manual page 12.

AWARENESS OVERVIEW

LEARNING ABILITIES

What it is: Students will be able to identify and rate their leaning abilities as they relate them to career choices.

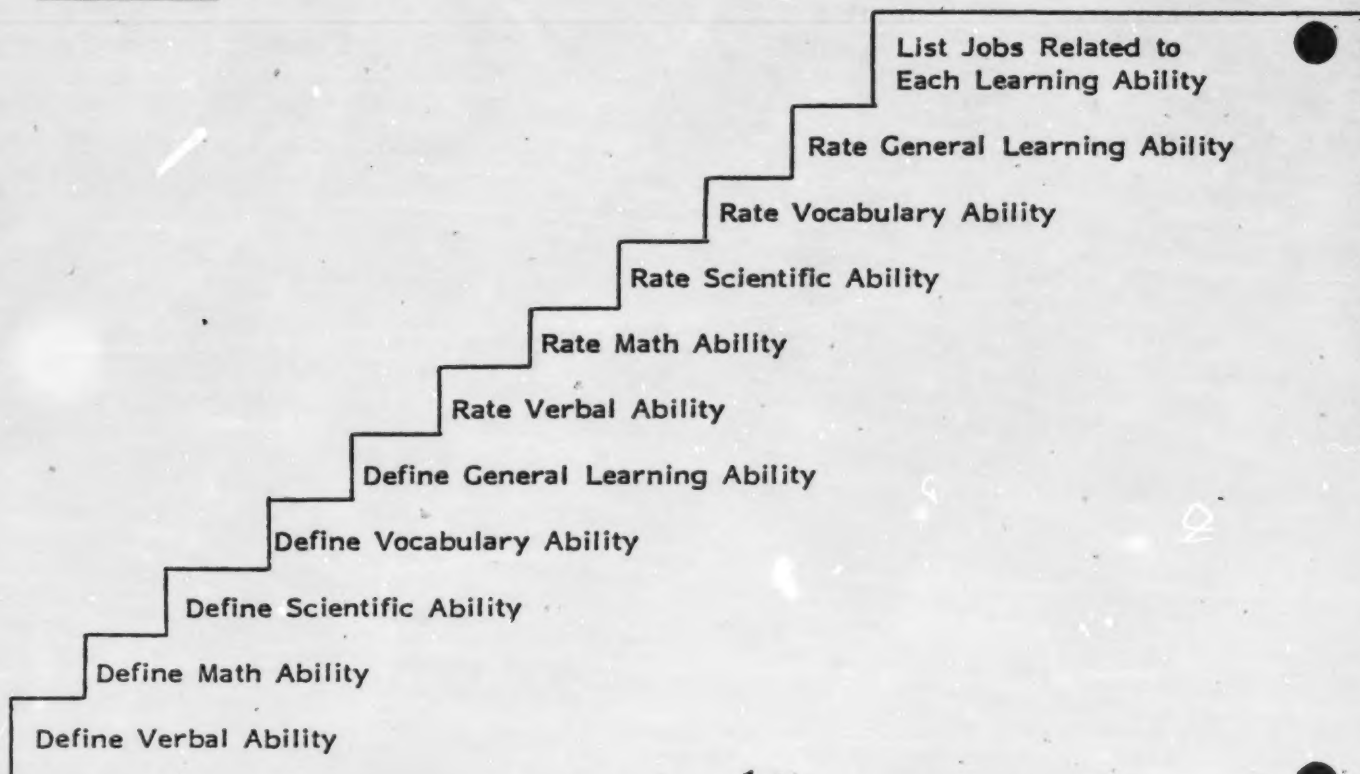
Task: (1) Students will be able to define each level in terms of their own learning level.

(2) Students will be able to rate their level on a scale from way-below average to way-above average.

(3) Students will identify occupations and their relationship to learning ability.

Why it is important: If you learn to identify occupations related to your learning ability, you will be able to make career choices based on areas you are most interested in.

How to do it:



LEARNING EXPERIENCES - LEARNING ABILITIES

- 1) Have students turn to page 13 in their student manual.
- 2) Tell them: "In ECES we have five (5) learning areas that we would like you to rate. We are looking for how you feel you learn in each of these areas. Listen carefully to each definition and rate yourself on a scale from one (1) to nine (9), one defined as way below average and nine defined as way above average.
- 3) Slowly read each definition:
 - a) Verbal ability - the way you understand other people around you when they are presenting their thoughts and ideas.
 - b) Math ability - not only your ability to understand math concepts in school but to apply them in your everyday life. Computing facts and numbers when shopping in stores. Using measurements to compute room sizes, understanding miles per hour, metric system, etc.
 - c) Scientific ability - not only how well you do in science classes but how well you can apply it to the world around you. For example the relationship between the seasons and the earth's rotation, or causes for different physical changes in our bodies, etc.
 - d) Vocabulary ability - how well you are able to express yourself to other people both verbally and in writing.
 - e) General learning ability - how well you remember things and how well you learn new skills.

- 4) Say: "The information you have just written in your manual will be the information that is needed for the first component or section in ECES. When you go on the terminal for the first time, your student manual will be there and you will have to use it during the first session. How to enter the information will be explained at that time."

ACTIVITIES:

1. Define for students each learning ability and its career implications. Explore with students different types of learning to help them make a subjective rating on their ability.
2. Explore occupations which are related to each learning area. Have the students expand upon this by completing the worksheet.
3. Have the students complete the learning ability rating on page 13 in student manual.

A-1

In this job you go it alone. You have a lot of time to yourself and you control your own work environment. Emphasis is on confidence and knowledge of yourself. Associations and friendships with other social groups are not required and even discouraged. There is no physical handling of objects. You can contribute as an individual to the good of the organization. Your goal is self-improvement for the good of the company!

Your personal values are:

1.

2.

3.



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A-2

Self-control should be the key element of the job. You should be alert and self-controlled. You should know your own limits. You're guided by logic and you have high ideals. You must test things and never accept face value. The job does not allow impulsive behavior! All your actions should be guided by reason, dignity and respect for mankind.

Your personal values are:

1.

2.

3.



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A-3

This job encourages you to be used by others for their personal growth. You should be dependable, trustworthy, faithful and undemanding. You will never be recognized in your position but should feel an inner satisfaction that you have contributed to the growth of others.

•Your personal values are:•

1.

2.

3.



A-4

Body energy is the top priority of this job. Your employer feels that hands need material to make into something: lumber and stone for building, food to harvest, clay to mold. He also believes you'll work best when you're overcoming, dominating or conquering some object. Activity, challenge and high risk are this job's key elements!

Your personal values are:

1.

2.

3.



eces

A-5

This job stresses what you can do for the good of society. You should not think of yourself. You should mix with different social groups and enjoy working with different types of people. You should live your life with gusto, enjoying the good things in life and working with other people to safeguard the things which would make a pleasant and energetic society.

Your personal values are:

1.

2.

3.



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PERSONAL VALUES

Name _____

School _____

My Values

Physical Intellectual Emotional
(Check One)

Related Jobs

1. _____

2. _____

3. _____

Any More Values?

Physical Intellectual Emotional
(Check One)

Do They Fit Your Job?
(Check One)

Yes

No

1. _____

2. _____

3. _____



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LEARNING ABILITY

Name _____ School _____

List Three Jobs That Are Related To:

Vocabulary Ability

1. _____
2. _____
3. _____

Math Ability

1. _____
2. _____
3. _____

Scientific Ability

1. _____
2. _____
3. _____

Vocabulary Ability

1. _____
2. _____
3. _____

General Learning Ability

1. _____
2. _____
3. _____

Now go to Page 13 in your student manual and rate your learning abilities.

NOTE: Before each class period and ECES terminal period, students should be given their file folders.

The folders will be given to each student upon completion of the program with the exception of the file card which is for ECES recordkeeping. All cards will be kept on file at the ECES Planning Center.

The folders will contain:

- 1) Student Manual
- 2) Yellow information card
- 3) All worksheets for ECES classes
- 4) All copies of information that was
on the computer

Review

- 1) Interest areas - Show students with overhead projector and transparency the interest areas as found on ECES. Explain, again, seven (7) interest areas: Data, Data - People, Data - People - Things, Data - Things, People - Things, and Things, and how they relate to career choice. (Review module on Interest.)

Make sure all students have made a copy of their interests.

- 2) Educational levels - Show students with overhead projector and transparency the educational levels as found on ECES. Explain the four areas: a) four (4) years or more of college, b) two (2) years of college, c) one (1) to three (3) years of Vocational-Technical training, and d) high school diploma.

Make sure all students have made a copy of their educational level.

- 3) Work Values - Show students with overhead projector and transparency the Work Values as found on ECES. Emphasize the importance of the weights in regard to the values.
- Make sure all students have made a copy of their work values.
- 4) Personal Values - Show students with overhead projector and transparency the Personal Values and Weights as they are used on ECES.
- Make sure all students have made a copy of their personal values.
- 5) Rating of an Occupation - Show students with overhead projector and transparency the example of Rating an Occupation. Point out how the weights they gave their Work Values and Personal Values are used to determine an occupational score.

Chart 34 is divided:

- | | | |
|----|---|-------------------------|
| 1 | } | Work Activities |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | Where Employed |
| 6 | | Working Conditions |
| 7 | | Personal Qualifications |
| 8 | | Education |
| 9 | | Skills |
| 10 | | Money |
| 11 | } | Career Plan |
| 12 | | |
| 13 | | |
| 14 | | Interest |

1 }
 2 } Your Values
 3 }

Make sure students make copy of Chart 34 for all occupations they explore.

Tell and show them that the weights they give to each value are used with the responses they gave to the different microfiche frames on the computer. For each response the scoring goes:

5 = ++ or (2)

4 = + or (1)

3 = -- or (0)

2 = - or (-1)

1 = -- or (-2)

Their responses are then multiplied by the weights and totaled. The second column is the ideal responses or all "5" responses. To get an occupational score, you divide the "ideal" score into your score. This only indicates what percentage of your values fit that particular occupation.

It is not a test score!!

- 6) Learning Abilities - Show students with overhead projector and transparency the learning abilities as found on ECES. Explain five (5) areas: a) verbal, b) math, c) scientific, d) vocabulary, and e) general, and how they are used on ECES. (Review Learning Abilities module.) Make sure all students have copies of their learning abilities.

AWARENESS WORKSHEET

NAME _____ DATE _____

PART I. INTERESTS (STUDENT MANUAL, Page 8 & 9)

INTERESTS

MY INTEREST RATING NUMBER

(1 = Top Choice to
7 = Last Choice)

DATA
DATA - PEOPLE
DATA - PEOPLE - THINGS
DATA - THINGS
PEOPLE
PEOPLE - THINGS
THINGS

NOTE: EACH NUMBER
may ONLY
be used once!

PART II. EDUCATION LEVEL (STUDENT MANUAL, Page 10)

LEVELS OF EDUCATION

- 1 - four years of college or more
- 2 - two years of junior or
community college
- 3 - one to three years of voca-
tional-technical training
- 4 - high school diploma

MY CHOICE FOR LEVEL OF EDUCATION (check one)

- Level 1 - 4 years or more _____
- Level 2 - 2 years _____
- Level 3 - 1 year _____
- Level 4 - high school diploma _____

PART III. WORK VALUES (STUDENT MANUAL, Page 31)

WORK VALUES

1. MONEY
2. INTERESTS
3. ACTIVITIES
4. WHERE EMPLOYED
5. WORKING CONDITIONS
6. PERSONAL QUALIFICATIONS
7. GETTING ENOUGH EDUCATION
8. HAVING A CAREER PLAN
9. LEARNING IDEAS & SKILLS

MY VALUE SCALE RATING

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Value Scale

- 9 = Most Important
8
7 = Very Important
6
5 = Quite Important
4
3 = Fairly Important
2
1 = Least Important

PART IV. PERSONAL VALUES (STUDENT MANUAL, Pages 32 - 34)

MY PERSONAL VALUES

1. _____
2. _____
3. _____

MY VALUE SCALE RATING

1. _____
2. _____
3. _____

(REMEMBER: Any number may be used more than once.)

PART V. LEARNING ABILITIES (STUDENT MANUAL, Page 13)

LEARNING ABILITIES

1. VERBAL ABILITY
2. MATH ABILITY
3. SCIENTIFIC ABILITY
4. VOCABULARY ABILITY
5. GENERAL LEARNING ABILITY

MY LEARNING SCALE RATING

1. _____
2. _____
3. _____
4. _____
5. _____

Learning Scale

- 9 = Way Above Average
8
7 = Above Average
6
5 = Average
4
3 = Below Average
2
1 = Way Below Average

GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

ECES CAREER DEVELOPMENT SERIES

SEARCH MODULE

Module 2

Teacher/Counselor Lesson Plan

Written By

Mary T. Embrey

Jeffrey W. Drake

1978

Under the Direction of

Alva E. Mallory, Director
Vocational Education and Career Development Services

SEARCH

What It Is: Knowing the occupations that best fit you based on your desired interests, work activities, salary scale, level of education, or favorite high school courses.

Why It Is Important: If you know how occupations can be chosen from different areas of your own personal needs, you have a better chance of choosing one that best fits you.

How You Do It:

1. On the computer terminal choose one (1) of the five (5) Search strategies to delimit the 400 occupations down to 12 or less that best fit your needs. Make a copy of this list.
2. Continue to use Search strategy until you have found ten (10) occupations you feel you would like to explore.
3. On ECES Search worksheet write down these occupations. and their code numbers and educational level. NOTE: Puts worksheet in folder. After exploring them you will then add the score and check whether you liked it or disliked it.



THE WORLD OF SEARCH WORKSHEET

NAME _____

DATE STARTED _____

DATE COMPLETED _____

PART I. (Classroom)

PART II. COMPUTER

A. CODE #	B. OCCUPATION TITLE	C. EDUCATIONAL LEVEL (Years of Education)	D. SCORE PERCENT	E. (✓) LIKE	F. (✓) DISLIKE
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____

GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

ECES CAREER DEVELOPMENT SERIES

EXPLORE MODULE, PART I

Module 3

Teacher/Counselor Lesson Plan

Written By

Mary T. Embrey

Jeffrey W. Drake

1978

Under the Direction of

Alva E. Mallory, Director
Vocational Education and Career Development Services

EXPLORING OCCUPATIONS

What It Is: Knowing those tasks, where people work at this occupation, the personal qualifications, working conditions, major changes that might occur, educational requirements, starting salary, and local employers on this occupation.

Why It Is Important: If you know all aspects of an occupation, you will be able to make a better decision in choosing an occupation.

How You Do It:

1. Listing those tasks or activities related to your occupations.
2. Listing where people work at this occupation.
3. Listing personal qualifications.
4. Listing working conditions.
5. Listing major changes that might occur.
6. Listing educational requirements for this occupation.
7. Listing possible starting salaries.
8. Listing local employers in this occupation.

LEARNING EXPERIENCES - EXPLORING OCCUPATIONS

NOTE: Students should have completed two sessions on the computer and have explored five or more occupations. Before beginning session have students sort out information from computer for each job explored and staple information together.

1. Hand out Explore an Occupation worksheet.
2. Define each of the eight areas that the students will be asked to review and write down the information.
 - a) tasks or activities: those things or assignments you are required to do on a job.
 - b) where people work at it: those places you would find people working on this job.
 - c) personal qualifications: those abilities, attitudes or behaviors that a job would require of you. Examples would be working long hours, serving the public, working alone, etc.
 - d) working conditions: the environment around your occupation - examples would be size of room, level of noise, amount of light, number of other people, length of work day, temperature of room, indoor or outdoor work.
 - e) major changes that might occur: what could possibly happen in the next ten years that would affect your job?
 - f) educational requirements: what courses or classes you will need to complete for this job.
 - g) starting salaries: how much money you will be making when you start this career.

h) local employers: which employers in this area hire people for the job you're interested in?

3. Tell students to look at last computer ranking of occupations they have explored.
4. Have them choose two occupations that they liked from the ranking list.
5. Have them use these two jobs to complete worksheets. Have students use microfiche reader with microfiche related to their occupation (both ECES microfiche and MOIS microfiche), telephone books and computer printouts to complete worksheets.
6. Circulate among students, assisting them with the tasks; As they finish with worksheet, review information with them.

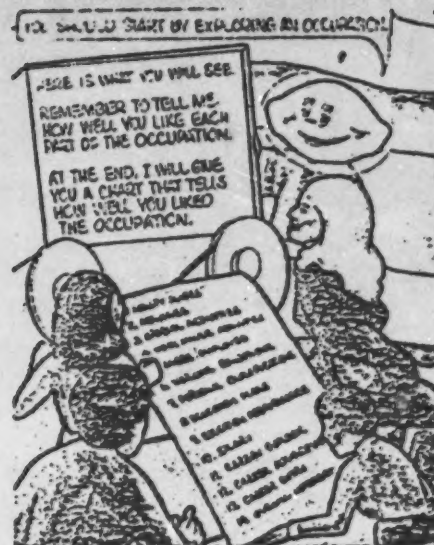
EXPLORING AN OCCUPATION WORKSHEET

NAME _____

DATE _____

1. OCCUPATION TITLE (CIRCLE) 1st Choice
2nd Choice

Microfiche Number	Code Number	Occupation Title
_____	_____	_____



2. WHAT are the work ACTIVITIES, job requirements or tasks you would be expected to do for this occupation?
(SEE Frame A-7, or C-10, or E-13)

3. WHERE would you find people EMPLOYED for this occupation?
(SEE Frame A-8, or C-11, or E-14)

4. WHAT are the possible AREAS OF SPECIALIZATION for this occupation?
(SEE Frame A-9, or C-12, or F-1)

5. WHAT are the WORKING CONDITIONS for this occupation?
(SEE Frame B-14, or E-3, or G-6)

6. WHAT are the PERSONAL QUALIFICATIONS expected for this occupation?
(SEE Frame C-1, or E-4, or G-7)

7. WHAT EDUCATION AND TRAINING programs are needed for this occupation?
(SEE Frame C-2, or E-5, or G-8)

8. WHAT are the CHANCES FOR ADVANCEMENT for this occupation?
(SEE Frame C-3, or E-6, or G-9)

9. WHAT are some ways you can ENTER THE FIELD of this occupation?
(SEE Frame C-4, or E-7, or G-10)

10. WHAT is the BEGINNING SALARY or HOURLY RATE for this occupation?
(SEE Chart 30 printout for your answer)

11. WHAT is the NATIONAL EMPLOYMENT OUTLOOK for this occupation?
(SEE Chart 30 printout and look at the last paragraph for your answer)

12. WHAT is the STATE (Michigan) EMPLOYMENT OUTLOOK for this occupation?

GENESEE INTERMEDIATE SCHOOL DISTRICT
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2413 W. Maple Avenue
Flint, Michigan 48507

ECES CAREER DEVELOPMENT SERIES
SIMULATED DECISION-MAKING MODULE

Module 4

Teacher/Counselor Lesson Plan

Written and Revised By

Donald M. Marx

Mary T. Embrey

Jeffrey W. Drake

August, 1978

Under the Direction of

Alva E. Mallory, Director
Vocational Education and Career Development Services

REVIEW and OVERVIEW

VALUE: something which is important to you

NOTE: GROUPED VALUES TO CONSIDER

1. PHYSICAL-relating to things you can do affecting your surroundings and the environment.
2. EMOTIONAL-having to do with the way you feel about things and how they can affect your attitude and/or behavior.
3. INTELLECTUAL-having to do with what you know, learn or think about.

EXAMPLES: SEE Student Manual, PERSONAL VALUES = Pages 32-34
WORK VALUES = Page 31

DECISION: making a choice

NOTES

REVIEW

- I. REVIEW THE STEPS OF THE "classroom" modules 1 and 2, "Awareness," and "Search."
- II. ASK the students to DEFINE and GIVE AN EXAMPLE of WHAT ARE VALUES, including PERSONAL and WORK VALUES.

NOTE: REFER to the Student Manual
 PERSONAL VALUES = Pages 32 - 34
 WORK VALUE = Page 31

List their answers on the chalkboard.

If any of your students can't DEFINE or GIVE EXAMPLES to these values, REVIEW until you are satisfied that they are ready to start this module.

OVERVIEW

I. EXPERIENCE SITUATION

It's Friday afternoon and you made a date for tonight. You are not sure where to go. You could go to a movie or to-night's home football game. All the money you have saved equals \$7.00. You ask your Mother for a \$5.00 loan; she says O.K., but you can wash her car tomorrow morning in exchange for the loan you want. No matter what you do, it will cost you more bread than you've got. You ask yourself, what should I do? Finally you decide to go to a movie, saving you the cost of football tickets and washing mom's car Saturday morning.

Problems like this happen. You don't know what to do. If you had the skill of making decisions, you would already be on your way to having a good time.

ASK your group, WHAT WOULD THEIR DECISION BE if they were in this situation.

II. WHAT is DECISION-MAKING?

By knowing what are your personal values and their differences, you will be able to develop a step-by-step way to make the best decision possible.

III. WHY is DECISION-MAKING important?

If you understand your values, you will be able to make better decisions.

IV.

INTRODUCE THIS MODULE through a series of polling questions:

A. HOW MANY of you decided to eat breakfast TODAY?

(With a show of hands, quiz the "yes" and "no" students for their answers, asking them to tell you their reasons why--examples might include:

"YES" regular routine; mom fixed it; or I do it myself every morning.

"NO" I didn't have time; I overslept; or I just don't like breakfast--it makes me sick).

NOTE:

At this point, reinforce the student by emphasizing that they have actually been making simple decisions all along, e.g. whether to eat breakfast or not, and that these decisions do relate to their own, individual value system.

B. HOW MANY of you are planning to see a movie this week (or weekend)?

Again, with a show of hands, quiz their answers.

C. HOW MANY of you are planning to go on a date tonight (or this weekend) or plan to ask someone out for a date?

NOTE:

Your questions will depend on those students who are in your class--guys vs. gals.

Questions may vary from group to group and you might want to BRAINSTORM different areas or topics with fellow staff or students--when new questions are asked, jot down the responses for future reference.

V.

BRAINSTORM with the class the different kinds of decisions they could be making, a year from today--five years--or ten years

e.g. TODAY ----- 1 year later

(USE current and future dates)

WRITE them on the board; take all decisions, ideas and comments and be supportive and encouraging.

PRESENTATION

PART II (DECISION-MAKING TABLE Worksheet)

- C. VALUE: something which is important to you
- D. WEIGHT: a rating of how important anything is
- E. FAVORABILITY SCALE: a way to measure a value using a five point chart
- L. IDEAL CHOICE: the highest favorability sign you could get based on how favorable your values are
- M. IDEAL SCORE: the highest score you could get based on your values

NOTES

Optional

VI. DIVIDE THE WHOLE GROUP into smaller working groups:

- A. Have each group take two or three of the situations, decisions or ideas the class mentioned, and EXPLORE possible events that would or could change their decision.
- B. Have them WRITE DOWN what they discussed.
- C. Next, have the entire class return as a whole and have each group representative discuss their findings.

NOTE: Also, you may want to EXPLORE with the class, the DEGREE OF RESPONSIBILITY that goes with making decisions.

VII. GIVE to your group, the "VALUES AUCTION SHEET."

NOTE: BE SURE to fully EXPLAIN each work definition and how it relates to the individual and their personality.

PRESENTATION

- I. USING a completed copy of the "DECISION-MAKING TABLE" Worksheet, and the "STEPS TO COMPLETING" this worksheet, show it on your overhead projector.

Examples for PART I, Line B. of what you or the student may want to make a choice about might include:

marriage; a movie; a Saturday night date; the purchase of a car, or motor bike/cycle; new clothes; not living at home; or an animal.

- II. PASS OUT a copy of the "STEPS TO COMPETING" to your group.

USING a blank "DECISION-MAKING TABLE" Worksheet, fill it out, step-by-step, allowing the student to see how one is to be completed, REFERRING to the "STEPS" sheet.

NOTE: SUGGEST for PART I, Line E. (VALUES), that the student LIST FIVE values, if possible, but no less than THREE. You may want to refer to the Student Manual, PERSONAL VALUES, Pages 32-34 as a guide to help them define their own "value system."

DECISION MAKING TABLE

PART I

A. MY NAME _____

B. CHOOSING MY _____

C. CHOICES I MAY LIKE:

E. MY VALUES:

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

D. MY TWO FAVORITE CHOICES:

1. _____
 2. _____

eces

PART II.

DECISION TABLE

C. Values	D. Weights	A. Choice 1:		B. Choice 2:		L. Ideal Choice	M. Ideal Score
		Use Favorability Scale* E.	Score F.	Use Favorability Scale* G.	Score H.		
						++	
						++	
						++	
						++	
						++	
Total:	I.	Total:	J.	Total:	K.	Total:	N.

of Weights Column →

x2

Ideal Score →

P.

My Score:

Higher Score →

(divided by)

Ideal Score →

=

%

Favorability Scale*

++ Very Favorable

+ Favorable

+ O.K.

- Unfavorable

177

178

STEPS TO COMPLETING

DECISION-MAKING TABLE WORKSHEET

DIRECTIONS: Fill in each section of this worksheet in the following order:

NOTE: EACH STEP LETTER matches EACH LINE or COLUMN TITLE on your worksheet

PART I

- A. WRITE your name (Line A).
- B. STATE WHAT you want to make a choice about (Line B).
- C. LIST, at least THREE CHOICES you may like to choose between (Line C) that relates to Line B.
- D. PICK the top TWO CHOICES you really like (Line D) from those listed in Line C.
- E. LIST THREE PERSONAL VALUES (Line E).

PART II

- A. STATE WHAT your 1st CHOICE is (Line A) taken from PART I., Line D.
- B. STATE WHAT your 2nd CHOICE is (Line B) taken for Part I., Line D.
- C. LIST all your VALUES (Column C) taken from PART I., Line E.
- D. USING the "VALUE SCALE", give a "WEIGHT" number to each VALUE (Column D).

9 = MOST IMPORTANT

8

7 = VERY IMPORTANT

6

5 = QUITE IMPORTANT

4

3 = FAIRLY IMPORTANT

2

1 = LEAST IMPORTANT

- E. USING the "FAVORABILITY SCALE" give a "FAVORABILITY" sign to each VALUE (Column E) (SEE lower, right-hand corner of your worksheet for scale).

++ = VERY FAVORABLE

+ = FAVORABLE

+- = O.K.

- = UNFAVORABLE

-- = VERY UNFAVORABLE

F. MULTIPLY the "VALUE WEIGHT" by the worth of the "FAVORABILITY Scale" sign to equal your CHOICE 1 SCORE (Column F).

++ = sign times 2
+ = sign times 1
+ = sign times 0
- = sign times -1
-- = sign times -2

G. USING the "FAVORABILITY SCALE" give a "FAVORABILITY" sign to each VALUE (Column G).

H. MULTIPLY the "VALUE WEIGHT" by the worth of the "FAVORABILITY Scale" sign to equal your CHOICE 2 SCORE (Column H).

I. ADD UP the TOTAL for Column D (Line I).

J. ADD UP the TOTAL for Column F. (Line J).

K. ADD UP the TOTAL for Column H. (Line K).

L. WRITE in the BEST "FAVORABILITY Scale" sign (++) for each VALUE (Column L).

M. USING the "FAVORABILITY Scale sign (++) MULTIPLY Column L, "IDEAL CHOICE" by the "WEIGHT" (Column D) for each value to EQUAL the "IDEAL SCORE" (Column M).

N. ADD UP the TOTAL for Column M (Line N).

O. USING the TOTAL of the "WEIGHT" column, MULTIPLY that answer by 2 to EQUAL your "IDEAL SCORE" (Column D., Line I x's 2 = Box O)

P. USING the highest of the two TOTAL SCORES for either CHOICE 1 or CHOICE 2 DIVIDE that answer by your "IDEAL SCORE" TOTAL, to EQUAL a two place percent. (Line J or K ÷ by Line N = Box P).

RESULTS:

If the "MY SCORE" PERCENT is 66% or better, you have made the right choice and you should now go ahead with this decision.

If the "MY SCORE" PERCENT is 65% or lower, you should go back to either: your two choices, and reassess your values, your weights, and your scores, recalculating your totals, or select two more choices, and follow steps, PART II, A - P again.

NOTES

EXERCISE

- I. PASS OUT a copy of the "DECISION-MAKING TABLE" Worksheet.
- II. ASSIGN your students to make a decision using this worksheet.

SUMMARY

- I. REVIEW with your group, the steps they went through to complete this module, using their own examples to help explain each step.
 - A. WHAT are PERSONAL VALUES?
 - B. WHAT are WORK VALUES?
 - C. HOW do these values relate to our ability to make decisions?
 - D. HOW did you make a decision using the "DECISION-MAKING TABLE" Worksheet?
 - E. WHAT decision did you make using this worksheet?
- II. ASK your students, WHAT WAS THIS MODULE ABOUT?

By knowing what are your personal values and their differences, you will be able to develop a step-by-step way to make the best decision possible.
- III. ASK your students, WHY WAS THIS MODULE IMPORTANT?

If you understand your values, you will be able to make better decisions.

Optional

NOTE: You may use the "OPTIONAL REVIEW SHEET" Module 4 to help your student review PART I.

OPTIONAL REVIEW SHEET
SIMULATED DECISION-MAKING MODULE

Module 4

1. WHAT does the term VALUE mean?
2. LIST and DEFINE, at least THREE examples of PERSONAL VALUES:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. LIST and DEFINE, at least THREE examples of WORK VALUES:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
4. WHAT is DECISION-MAKING?
5. WHY is DECISION-MAKING important?

VALUES AUCTION SHEET

You have \$1,500 to shop with so take some time and divide the dollar amount between the values you want to buy. You may bid \$50 to open and may increase your bid by only \$50 each time.

<u>Amt. I</u> <u>Will Bid</u>	<u>Amt. I</u> <u>Paid</u>		<u>Amt. I</u> <u>Will Bid</u>	<u>Amt. I</u> <u>Paid</u>	
_____	_____	Travel	_____	_____	Develop a Project
_____	_____	Clean Working	_____	_____	Specialization
_____	_____	Conditions	_____	_____	Variety
_____	_____	Dress Up	_____	_____	Work Under Pressure
_____	_____	Area of Training	_____	_____	Exactness
_____	_____	Physical Activity	_____	_____	Learn New Things
_____	_____	Recognition	_____	_____	Concentration
_____	_____	Vacation	_____	_____	Mechanical Ability
_____	_____	Competition	_____	_____	Success
_____	_____	Comfortable	_____	_____	Fringe Benefits
_____	_____	Creativity	_____	_____	Freedom
_____	_____	Help People			
_____	_____	Leadership			
_____	_____	Challenge			
_____	_____	Satisfaction			
_____	_____	Money			
_____	_____	Happiness			
_____	_____	Advancement			
_____	_____	Decision Making			
_____	_____	Chance to Move			
_____	_____	Work Closely with Others			

DECISION MAKING TABLE

PART I

A. MY NAME _____

B. CHOOSING MY _____

C. CHOICES I MAY LIKE:

E. MY VALUES:

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

D. MY TWO FAVORITE CHOICES:

1. _____
 2. _____

eces

PART II.

DECISION TABLE

C. Values	D. Weights	A. Choice 1:		B. Choice 2:		L. Ideal Choice	M. Ideal Score
		Use Favorability Scale* E.	Score F.	Use Favorability Scale* G.	Score H.		
						++	
						++	
						++	
						++	
						++	
Total:	I.	Total:	J.	Total:	K.	Total:	N.

Total of Weights Column →

x2

Ideal Score →

P.

My Score:

Higher Score →

(divided by)

Ideal Score

= %

Favorability Scale*

++ Very Favorable

+ Favorable

+ O.K.

- Unfavorable

GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

ECES CAREER DEVELOPMENT SERIES

EXPLORE MODULE, PART II

Module 5

Teacher/Counselor Lesson Plan

Written By

Mary T. Embrey

Jeffrey W. Drake

1978

Under the Direction of

Alva E. Mallory, Director
Vocational Education and Career Development Services

1. After student completes the Exploring an Occupation worksheet, put worksheet in folder. Work with students individually or in small groups as they complete worksheets on School and College Finder and Explore Educational Program.
2. School and College Finder - have students look in student manual on page 47.

Have students choose a region and state code and write it on worksheet. Have students then look at occupations they have just completed on worksheets and find corresponding educational programs on pages 48 - 55. Write code number on worksheet.
3. Explore Educational Program. Have students take the two occupations they have explored with the worksheet and write down the educational programs and their corresponding code numbers.
4. Assist the students with as much individual attention as possible to help them understand the relationship between the occupation, the educational programs, and the colleges.
5. Have students put worksheets in folders.

NAME _____ DATE _____ (REFER TO STUDENT MANUAL, PAGES 47-55)

PART I. (Classroom)

CHOICE
OCCUPATION
TITLE

1st		2nd	
Code Numbers	Code Numbers	Code Numbers	Code Numbers
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- A. REGIONAL CODE (Required)
- B. STATE CODE (Optional)
- C. EDUCATIONAL PROGRAM CODE (Required)
- (4 Year)
- (2 Year)
- (Voc-Tech)
- D. SCHOOL TYPE CODE (Optional)
- E. COST CODE (Optional)
- F. SIZE CODE (Optional)

PARTII. (On Line)

SCHOOLS OR COLLEGES EXPLORED:

SCHOOL
CODE

NAME

SCHOOL
CODE

NAME

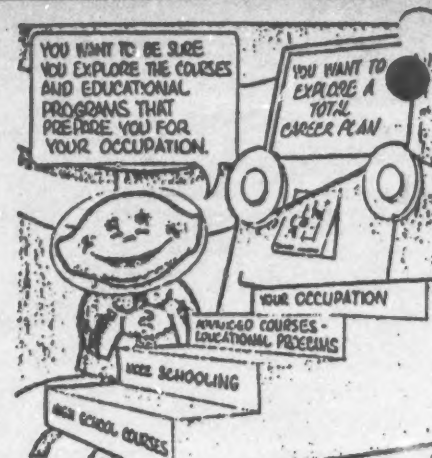
EXPLORE EDUCATIONAL PROGRAMS

NAME _____

DATE _____

1. OCCUPATION: NUMBER _____

TITLE _____



A. HIGH SCHOOL COURSES REQUIRED AND RECOMMENDED (SEE Chart 32 Printout)

NUMBER	TITLE	NUMBER	TITLE	NUMBER	TITLE
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

B. EDUCATIONAL PROGRAMS RECOMMENDED (SEE Chart 31 Printout)

NUMBER	TITLE	NUMBER	TITLE	NUMBER	TITLE
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

2. OCCUPATION: NUMBER _____

 TITLE _____

A. HIGH SCHOOL COURSES REQUIRED AND RECOMMENDED (SEE Chart 32 Printout)

NUMBER	TITLE	NUMBER	TITLE	NUMBER	TITLE
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

B. EDUCATIONAL PROGRAMS RECOMMENDED (SEE Chart 31 Printout)

NUMBER	TITLE	NUMBER	TITLE	NUMBER	TITLE
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

ECES CAREER DEVELOPMENT SERIES

CAREER PLAN MODULE

Module 6

Teacher/Counselor Lesson Plan

Written By

Mary T. Embrey

Jeffrey W. Drake

1978

Under the Direction of

Alva E. Mallory, Director
Vocational Education and Career Development Services

Do-Steps to Reach My Career Plan
in High School



When you've reached this level you know how to use Do-Steps to get closer to your goal. Now write out what your steps will be to meet your career plan after you've finished high school.

Make Arrangements to Enter School Program or Seek Out Employment that Fits My Career Plan

Graduate from High School

Make Application to Program I'm Interested In

Get Grades that I know are the Best Possible Grades for Myself

Know my Graduation Requirements and Requirements of Voc-Tech Schools and Colleges I am Interested In

If Present Program Needs to be Changed, Find Out All That I Must Do. If I am on the Right Program, Skip This Step.

Share Career Plan with Counselor and Review My Present Course of Study

Make An Appointment with My School Counselor

Talk to My Parents or Someone I can Share My Career Plan With

eces

CAREER PLAN

What It Is:

Being prepared with a job goal - knowing about the job, knowing which high school courses are needed, knowing which high school courses are recommended, knowing what postsecondary or college programs are recommended, and knowing which schools and colleges will provide the education needed to get the job.

Why It Is Important:

Knowing which steps you have to complete to get a job makes your goal more attainable in a more organized manner, making your career a matter of choice and not chance.

How You Do It:

1. Choose an occupation from one explored on ECES.
2. List high school courses needed for this occupation.
3. List high school courses recommended for this occupation.
4. List educational programs to consider in this occupation.
5. List colleges or schools that have this educational program.

LEARNING EXPERIENCES - CAREER PLAN

1. After students have completed Occupational decision-making, press out Career Plan worksheets.
2. Tell them to write down the occupation that they like the best.
3. Tell them to write down the high school courses needed to get this occupation.
4. Tell them to check off on their worksheet those courses that are completed.
5. Tell them to write down those courses that are recommended for this occupation.
6. Tell them to check off on their worksheet those courses that are completed.
7. Tell them to write down at least three educational programs they would consider for this occupation.
8. Tell them to write down at least three colleges or schools they would consider attending to complete their education. NOTE: If students are considering occupations that don't have educational programs, they should write none on the worksheet. The same applies to postsecondary schools and colleges.

After completing the worksheet, encourage the students to talk about the experience.

You may ask questions such as:

- 1) How did interest areas such as data - people - things fit into making a decision?
- 2) How did values fit into making an occupational choice?
- 3) How did educational levels fit into your career choice?
- 4) What high school courses are necessary for your occupation?

- 5) Do you feel your plan is attainable?
- 6) What things do you think would prevent you from reaching your goal?
- 7) What could you do to alter your goal if you had to?
- 8) Does a career plan make sense to you? In what ways?
- 9) How would a plan help in other areas of your life?
- 10) What do you believe you'll be doing ten years from now? How different is it from what you have written as your plan?
- 11) What kind of feelings have you experienced when exploring different occupations?
- 12) What feelings and thoughts made you change your mind?
- 13) Can you change your thinking to find a career you'd like? How would you do it?
- 14) Express to the students some of your thoughts and feelings during the past four weeks. Try to personalize the experience for each student. Finally encourage them to ask questions about their occupation during their summer experience so that their occupational choice will be the best choice for them based on fact and not guess.

LEARNING EXPERIENCES - OCCUPATIONAL DECISION-MAKING

1. Hand out decision-making worksheets.
2. Have students write down the two occupations they chose from exploring occupations.
3. Repeat directions used in the first decision-making exercise.

NOTE: Reinforce the importance of choosing values that will be important to them when choosing a career.

Tell students to use the information they have in their folders regarding these two occupations to help them in determining their favorability for the occupation. Upon completion of the worksheet, ask students if the occupation they have scored highest on fits into their career plan. If a student says no, have him/her review other occupations and go through decision-making process again. Or if student can arrange time to go on Day-on-the-Job for new insights into that occupation they don't currently have.

DECISION MAKING WORKSHEET

PART I

A. My Name _____

B. Choosing My _____

C. My Two Favorite Choices

1. _____

2. _____

D. My Values: (at least three)

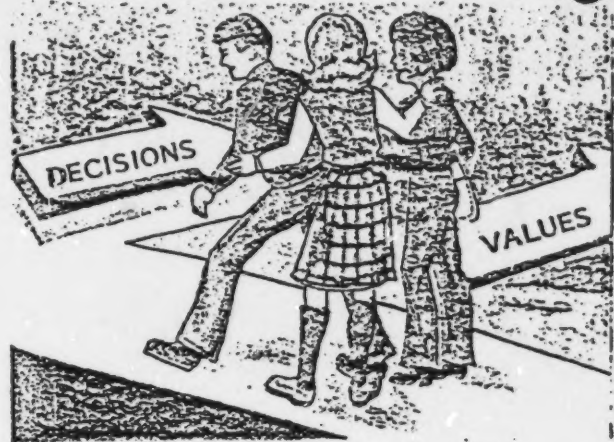
1. _____

2. _____

3. _____

4. _____

5. _____



PART II.

Defining My Values

Value 1 _____

Definition _____

Value 2 _____

Definition _____

Value 3 _____

Definition _____

Value 4 _____

Definition _____

Value 5 _____

Definition _____

PART III.
Weighing My Values (Scale 1-9)

- A. Values**
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

B. Weights

- _____
- _____
- _____
- _____
- _____

C.

Value Scale

9 = Most Important
 8
 7 = Very Important
 6
 5 = Quite Important
 4
 3 = Fairly Important
 2
 1 = Least Important

PART IV.
Defining The Favorability

A. Values

1. _____
- _____
3. _____
4. _____
5. _____

B. Favorability

- ++ _____
- + _____
- + _____
- _____
- _____
- ++ _____
- + _____
- + _____
- _____
- _____
- ++ _____
- + _____
- + _____
- _____
- _____
- ++ _____
- + _____
- + _____
- _____
- _____

DECISION MAKING TABLE

PART I

A. MY NAME _____

B. CHOOSING MY _____

C. CHOICES I MAY LIKE:

E. MY VALUES:

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

D. MY TWO FAVORITE CHOICES:

1. _____
 2. _____



PART II.

DECISION TABLE

C. Values	D. Weights	A. Choice 1:		B. Choice 2:		L. Ideal Choice	M. Ideal Score
		Use Favorability Scale* E.	Score F.	Use Favorability Scale* G.	Score H.		
						++	
						++	
						++	
						++	
						++	
Total:	I.	Total:	J.	Total:	K.	Total:	N.

Sum of Weights Column →

203

Ideal Score →

x2

P.

My Score:

Higher Score →

(divided by)

Ideal Score →

=

%

Favorability Scale*

++ Very Favorable

+ Favorable

+ O.K.

204

ECES CAREER PLAN

(REFER TO EXPLORING AN OCCUPATION WORKSHEET)

NAME _____ DATE _____

YOUR NUMBER 1 CHOICE OF AN OCCUPATION: _____

PART I

**HIGH SCHOOL COURSES
USUALLY REQUIRED:**

(SEE Chart 32-2 Printout)



TITLE	WHAT YOU HAVE	
	COMPLETED (✓)	NOT COMPLETED (✓)
1. <u>How many times have you been to the doctor in the last 12 months?</u>	1	0
2. <u>How many times have you been to the hospital in the last 12 months?</u>	1	0
3. <u>How many times have you been to the clinic in the last 12 months?</u>	1	0
4. <u>How many times have you been to the pharmacy in the last 12 months?</u>	1	0
5. <u>How many times have you been to the dentist in the last 12 months?</u>	1	0
6. <u>How many times have you been to the eye doctor in the last 12 months?</u>	1	0
7. <u>How many times have you been to the ear, nose, and throat doctor in the last 12 months?</u>	1	0
8. <u>How many times have you been to the skin doctor in the last 12 months?</u>	1	0
9. <u>How many times have you been to the mental health professional in the last 12 months?</u>	1	0
10. <u>How many times have you been to the physical therapist in the last 12 months?</u>	1	0
11. <u>How many times have you been to the occupational therapist in the last 12 months?</u>	1	0
12. <u>How many times have you been to the speech therapist in the last 12 months?</u>	1	0
13. <u>How many times have you been to the nutritionist in the last 12 months?</u>	1	0
14. <u>How many times have you been to the yoga instructor in the last 12 months?</u>	1	0
15. <u>How many times have you been to the meditation teacher in the last 12 months?</u>	1	0
16. <u>How many times have you been to the life coach in the last 12 months?</u>	1	0
17. <u>How many times have you been to the personal trainer in the last 12 months?</u>	1	0
18. <u>How many times have you been to the massage therapist in the last 12 months?</u>	1	0
19. <u>How many times have you been to the acupuncturist in the last 12 months?</u>	1	0
20. <u>How many times have you been to the chiropractor in the last 12 months?</u>	1	0
21. <u>How many times have you been to the naturopath in the last 12 months?</u>	1	0
22. <u>How many times have you been to the herbalist in the last 12 months?</u>	1	0
23. <u>How many times have you been to the energy healer in the last 12 months?</u>	1	0
24. <u>How many times have you been to the Reiki practitioner in the last 12 months?</u>	1	0
25. <u>How many times have you been to the crystal healer in the last 12 months?</u>	1	0
26. <u>How many times have you been to the tarot reader in the last 12 months?</u>	1	0
27. <u>How many times have you been to the astrologer in the last 12 months?</u>	1	0
28. <u>How many times have you been to the palm reader in the last 12 months?</u>	1	0
29. <u>How many times have you been to the fortune teller in the last 12 months?</u>	1	0
30. <u>How many times have you been to the spiritual healer in the last 12 months?</u>	1	0
31. <u>How many times have you been to the holistic health practitioner in the last 12 months?</u>	1	0
32. <u>How many times have you been to the integrative medicine practitioner in the last 12 months?</u>	1	0
33. <u>How many times have you been to the functional medicine practitioner in the last 12 months?</u>	1	0
34. <u>How many times have you been to the precision medicine practitioner in the last 12 months?</u>	1	0
35. <u>How many times have you been to the personalized medicine practitioner in the last 12 months?</u>	1	0
36. <u>How many times have you been to the regenerative medicine practitioner in the last 12 months?</u>	1	0
37. <u>How many times have you been to the stem cell therapy practitioner in the last 12 months?</u>	1	0
38. <u>How many times have you been to the gene therapy practitioner in the last 12 months?</u>	1	0
39. <u>How many times have you been to the immunotherapy practitioner in the last 12 months?</u>	1	0
40. <u>How many times have you been to the cancer treatment practitioner in the last 12 months?</u>	1	0
41. <u>How many times have you been to the radiation therapy practitioner in the last 12 months?</u>	1	0
42. <u>How many times have you been to the chemotherapy practitioner in the last 12 months?</u>	1	0
43. <u>How many times have you been to the targeted therapy practitioner in the last 12 months?</u>	1	0
44. <u>How many times have you been to the hormone therapy practitioner in the last 12 months?</u>	1	0
45. <u>How many times have you been to the fertility treatment practitioner in the last 12 months?</u>	1	0
46. <u>How many times have you been to the IVF practitioner in the last 12 months?</u>	1	0
47. <u>How many times have you been to the surrogacy practitioner in the last 12 months?</u>	1	0
48. <u>How many times have you been to the egg donation practitioner in the last 12 months?</u>	1	0
49. <u>How many times have you been to the sperm donation practitioner in the last 12 months?</u>	1	0
50. <u>How many times have you been to the surrogacy agency in the last 12 months?</u>	1	0
51. <u>How many times have you been to the fertility clinic in the last 12 months?</u>	1	0
52. <u>How many times have you been to the reproductive endocrinologist in the last 12 months?</u>	1	0
53. <u>How many times have you been to the gynecologist in the last 12 months?</u>	1	0
54. <u>How many times have you been to the obstetrician in the last 12 months?</u>	1	0
55. <u>How many times have you been to the pediatrician in the last 12 months?</u>	1	0
56. <u>How many times have you been to the family doctor in the last 12 months?</u>	1	0
57. <u>How many times have you been to the general practitioner in the last 12 months?</u>	1	0
58. <u>How many times have you been to the internist in the last 12 months?</u>	1	0
59. <u>How many times have you been to the geriatrician in the last 12 months?</u>	1	0
60. <u>How many times have you been to the neurologist in the last 12 months?</u>	1	0
61. <u>How many times have you been to the psychiatrist in the last 12 months?</u>	1	0
62. <u>How many times have you been to the psychologist in the last 12 months?</u>	1	0
63. <u>How many times have you been to the social worker in the last 12 months?</u>	1	0
64. <u>How many times have you been to the counselor in the last 12 months?</u>	1	0
65. <u>How many times have you been to the therapist in the last 12 months?</u>	1	0
66. <u>How many times have you been to the life coach in the last 12 months?</u>	1	0
67. <u>How many times have you been to the personal trainer in the last 12 months?</u>	1	0
68. <u>How many times have you been to the massage therapist in the last 12 months?</u>	1	0
69. <u>How many times have you been to the acupuncturist in the last 12 months?</u>	1	0
70. <u>How many times have you been to the chiropractor in the last 12 months?</u>	1	0
71. <u>How many times have you been to the naturopath in the last 12 months?</u>	1	0
72. <u>How many times have you been to the herbalist in the last 12 months?</u>	1	0
73. <u>How many times have you been to the energy healer in the last 12 months?</u>	1	0
74. <u>How many times have you been to the Reiki practitioner in the last 12 months?</u>	1	0
75. <u>How many times have you been to the crystal healer in the last 12 months?</u>	1	0
76. <u>How many times have you been to the tarot reader in the last 12 months?</u>	1	0
77. <u>How many times have you been to the astrologer in the last 12 months?</u>		

TITLE	COMPLETED (✓)	NOT COMPLETED (✓)
1. <u>RESEARCH</u>		
2. <u>RESEARCH</u>		
3. <u>RESEARCH</u>		
4. <u>RESEARCH</u>		
5. <u>RESEARCH</u>		
6. <u>RESEARCH</u>		
7. <u>RESEARCH</u>		
8. <u>RESEARCH</u>		
9. <u>RESEARCH</u>		
10. <u>RESEARCH</u>		
11. <u>RESEARCH</u>		
12. <u>RESEARCH</u>		
13. <u>RESEARCH</u>		
14. <u>RESEARCH</u>		
15. <u>RESEARCH</u>		
16. <u>RESEARCH</u>		
17. <u>RESEARCH</u>		
18. <u>RESEARCH</u>		
19. <u>RESEARCH</u>		
20. <u>RESEARCH</u>		
21. <u>RESEARCH</u>		
22. <u>RESEARCH</u>		
23. <u>RESEARCH</u>		
24. <u>RESEARCH</u>		
25. <u>RESEARCH</u>		
26. <u>RESEARCH</u>		
27. <u>RESEARCH</u>		
28. <u>RESEARCH</u>		
29. <u>RESEARCH</u>		
30. <u>RESEARCH</u>		
31. <u>RESEARCH</u>		
32. <u>RESEARCH</u>		
33. <u>RESEARCH</u>		
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PART II.

**HIGH SCHOOL COURSES
USUALLY RECOMMENDED:**

(SEE Chart 32-3 Printout)

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	COMPLETED	NOT COMPLETED
	(✓)	(✓)

205

TITLE	COMPLETED	NOT COMPLETED
	(✓)	(✓)
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PART III.

**POST SECONDARY
SCHOOLS OR**

(USE Exploring School and College Finder WORKSHEET, PART II)

COLLEGES TO CONSIDER: SCHOOL

ADDRESS

PART IV.

**POSSIBLE EDUCATIONAL
PROGRAMS TO CONSIDER:**

TITLE (SEE Chart 31 Printout)

Final Class

NOTE: Students should be finished exploring occupations, majors, schools, and colleges. Have them sort all information in their folder so that it is grouped according to occupations, related majors, and schools and colleges related to those occupations.



PART V CAREER PLAN CHECKLIST

STEPS I SHOULD TAKE TO REACH MY CAREER PLAN

COMPLETED (✓)	NOT COMPLETED (✓)
------------------	-------------------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. I SHOULD TALK TO MY PARENTS OR SOMEONE I CAN SHARE MY CAREER PLAN WITH.
2. I SHOULD MAKE AN APPOINTMENT WITH A SCHOOL COUNSELOR.
3. I SHOULD SHARE MY CAREER PLAN WITH THE COUNSELOR AND REVIEW MY PRESENT COURSE OF STUDY.
4. IF MY PRESENT PROGRAM NEEDS TO BE CHANGED I SHOULD FIND OUT ALL THAT I MUST DO, OR IF I AM ON THE RIGHT PROGRAM, I CAN SKIP THIS STEP.
5. I SHOULD KNOW WHAT MY GRADUATION REQUIREMENTS ARE.
6. I SHOULD KNOW WHAT ARE THE REQUIREMENTS OF THE VOC-TECH SCHOOLS OR COLLEGES THAT I AM INTERESTED IN.
7. I SHOULD EARN THE BEST GRADES I KNOW I CAN RECEIVE.
8. I SHOULD MAKE APPLICATION TO THE PROGRAM I AM INTERESTED IN, WHETHER IT BE A VOC-TECH SCHOOL OR A COLLEGE.
9. I SHOULD GRADUATE FROM HIGH SCHOOL.
10. I SHOULD MAKE AN ARRANGEMENT TO ENTER A SCHOOL PROGRAM OR SEEK OUT EMPLOYMENT THAT BEST FITS MY CAREER PLAN.



Appendix F
Employability Skills Modules

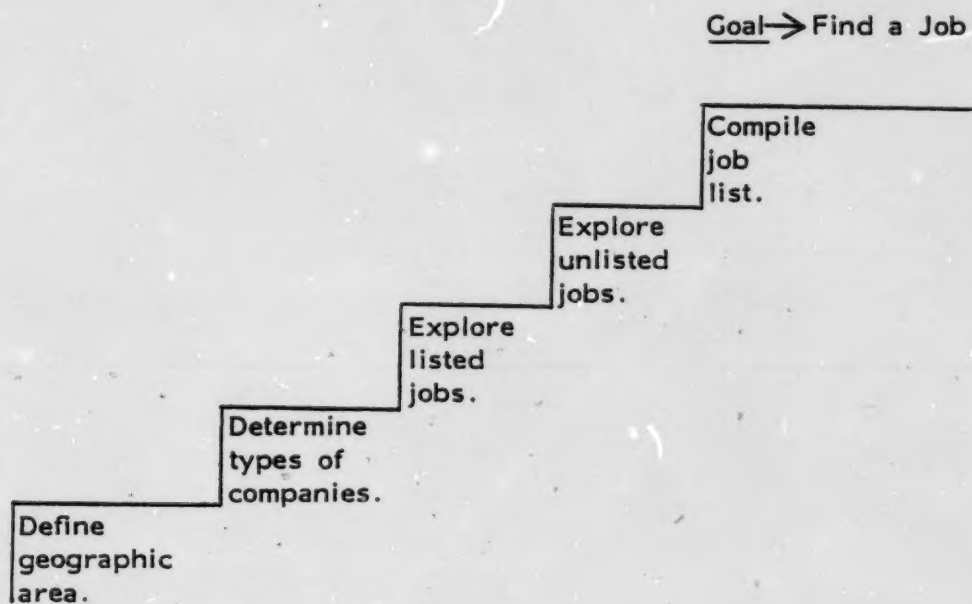
Employability Skills Modules

Finding Job Opening

Objective - To collect and organize information about potential job openings within driving distance.

Reason - The more potential job openings that you are aware of, the better your chances of finding a job that you will be happy with.

Steps:



Overview of Module

Show first page of module on transparency. Cover objective, reason and steps at superficial level.

Teacher Presentation suggestions to help students through student steps.

I. Define geographic area

Ask whether the students will have transportation to any job. If so, will it be public or private transportation?

Ask those who would have private transportation how far they would be able to travel to work.

Using a city or county map, scale the distance in inches on a string. Rotate the string around their home making a penciled circle on the map. Companies within that circle will be eligible for application.

II. Determine types of companies

For each student preferred occupation cooperatively generate types of companies who might have people working for them of that occupation. An example would be an artist which would be found working in "Instant Print" shops (graphics), newspapers and advertising firms.

III. Explore listed jobs

Ask for suggestions of where visible job openings might be advertised.

Compile list from teacher and student suggestions. Examples might be:

- Newspaper
- Private employment agencies
- Michigan Employment Service
- Union hiring halls
- School or college placement office (e.g. cards on wall of job at U of M - Flint).
- CETA representative

IV. Explore unlisted jobs

Point out that the Yellow Pages represents one of the best sources of prospective employers. (Companies are listed by type).

Ask if anyone is aware of the Manufacturer's Directory or the Service Directory for Michigan. These reference books which can be found in the library, contain all the major companies in a particular locale, catagorized by specific product or service and alphabetically. List on board. Explain

how these directories also tell how many employees work at the company, and who the top person is.

Ask for other unlisted sources. Examples would be Standard and Poor's Register of Corporations Directors and Executives, and Hotels and Motels Red Book.

Ask if anyone is aware of Guide to American Directories, which is a reference book on all other directories. This could lead one to specific directories related to the occupation that the student is interested in.

V. Compile job list

From the above source the student can hopefully compile a list of 20-50 companies within her or his mapped circle that would employ people of their preferred occupation.

Ask what information is necessary on each company. List types of information on board.

Suggest form for systematically categorizing information.

Name of Top Person	Title	
Name of Company		
Street Address of Company		
City	State	Zip Code
Phone Number	Number of Employees	
Company Product or Service		

Suggest that if the top person (who applications should be made to) or number of employees is not available through listed sources or unlisted sources, that a call to the company will usually supply it. (E.g. Hello, I'd like to get some information about your company. Can you help me? The response will usually be along the lines of "I'll try. What do you need to know?")

Exercise

Using listed and unlisted sources, have students develop job lists of ten plus employers. (Provide need resources: maps, Yellow Pages, directories, etc.)
Alternative: Make homework assignment.

Review

Review objectives, principle and steps. Ask for comments or reactions.

Employability Skills Modules

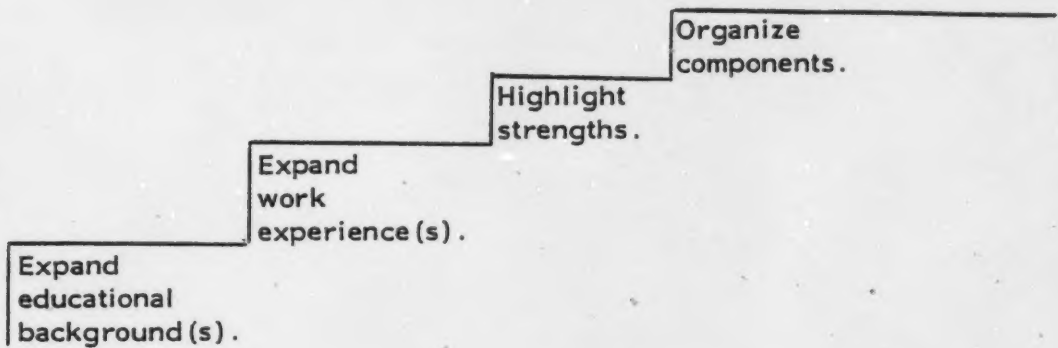
Developing a Resume

Objective - To sell yourself to a potential employer by demonstrating your personal and job related qualifications.

Reason - A concise, neat and clear resume will help convince a potential employer that you can do the work he/she needs done.

Steps:

Goal → Develop a Resume



Overview of module

Show first page on transparency. Cover objective, reason and steps at superficial level.

Teacher Presentation suggestions to help students through student steps.

I. Expand educational background

- a. Ask students to separately list their high school classes, (co-op classes only, work experience to be dealt with later).
- b. Using matrix have students compute total number of hours for each class.

<u>Course</u>	<u># of hours/wk</u>	<u># of weeks</u>	<u>Total # of hours</u>
---------------	----------------------	-------------------	-------------------------

- c. Ask student to list separately the activities they took part in in class and the skills they learned.

e.g. Office practice

Activities:

Manage office
Correspondence for boss

Skills:

Typing
Shorthand
Office machines

- d. Using matrix demonstrate how student can expand their strengths of educational background.

II. Expand work experience

- a. Have each student develop list of work experiences (paid and unpaid).
- b. Ask if they can put a time dimension on each work experience. (Total hours, months or years.)
- c. Have students list activities and skills that they were involved in:

Job - Graphics

Activities:

Basic art work
Running multiletter press

Skills:

Drawing
Coloring
Taking inventory
Finishings

- d. Help students to expand personal strength of work experience by using matrix. Have them answer, "How Much" and "How Well" for each category.

III. Highlight strengths

- a. Have students select two best background experiences in terms of quality and strengths. Have them compare with each other.
- b. Point out that strengths should be specific in nature; meaning that they should be quantitative.
 - e.g. 1. Type at 40 words per minute
 2. Do complete carburetor overhaul
- c. Have students develop statement of background experience including activities and skills.

Use format: As a position at institution I activity skill.

- e.g. As a student mechanic at Monroe, I have over 800 hours of training in all phases of car repair. I can do tune-ups, carburetor adjustments and brakes.
- d. Pointing students back to matrix of the selected background experience, have them rank strengths in order of their importance.

How Much?	How Long?
⑥	①
⑤	⑩
②	④
⑦	⑨
⑧	③

IV. Organizing components

- a. Using resume format, have student list name and address.
- b. Have each student identify this immediate work goal.

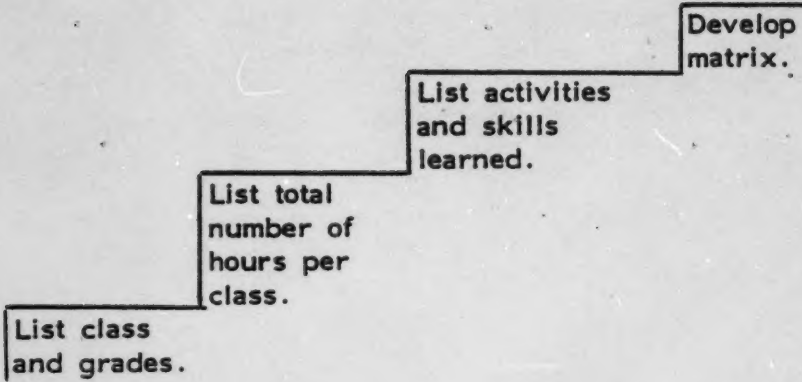
Long term	=	Pharmacist (no)
Immediate	=	Lab Assistant (yes)
- c. After reviewing each of the two background experiences, have them select the most important. List the statement.
- d. Include beneath the most important strengths which support the statement.
- e. Recycle steps three and four with second most important background experience.
- f. Have them list any special awards, such as National Honor Society.
- g. Have them add and subtract information until the material fits neatly on one page.
- h. Get layed out and typed neatly.
- i. Reproduce

Review

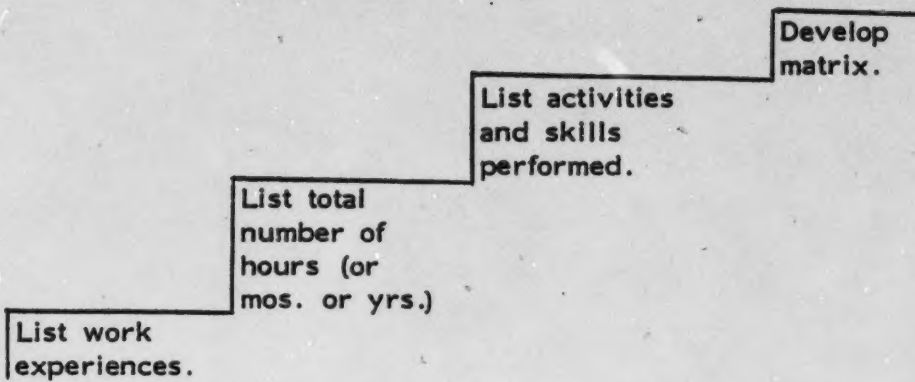
Go over each set of steps and objectives and reasons for resume.

Tell students that they are now equipped with item that can make a significant difference in getting a job.

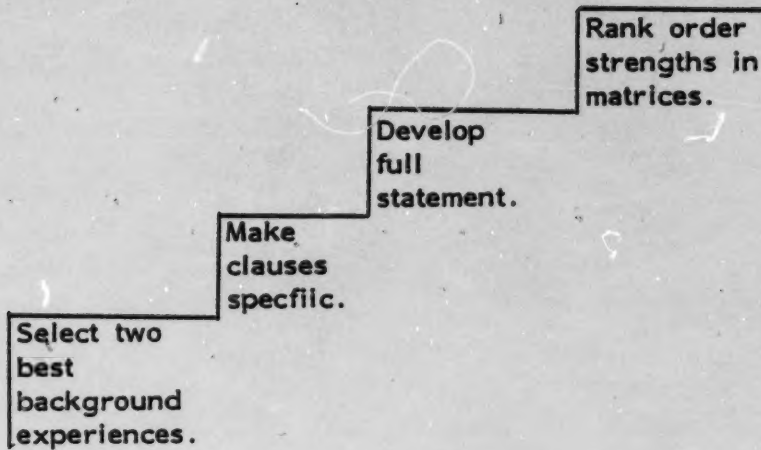
Expand Educational Background(s)



Expand Work Experience



Highlight Strengths



Organize Components

Fit neatly
on one
page.

Supply
personal
information.

List
outstanding
awards.

Recycle
with second
most important
statement.

List
selected
strengths.

List most
important
statement.

Identify
goal.

Identify
self.

Self
Address
Phone

Goal
Most important
Background experience
Strength (1)
Strength (2)
Second most important
Strength (1)
Strength (2)
Outstanding awards
Personal information

School

	How Much?	How Well?
<u>Can applicant do the job?</u> Grades Honors & recognition Performance skills Speed of learning		
<u>Is applicant dependable?</u> Attendance Promptness Participation Completion of work		
<u>Can applicant get along with others?</u> Awards and offices Leadership activities Relationship with teacher Relationship with students		

Work

	How Much?	How Well?
<u>Can applicant do the job?</u> Production output Recognition Efficiency and accuracy Speed of learning		
<u>Is applicant dependable?</u> Attendance Promptness Completion of work Use of time		
<u>Can applicant get along with others?</u> Awards and commendations Leadership activities Relationship with employers Relationship with co-workers		

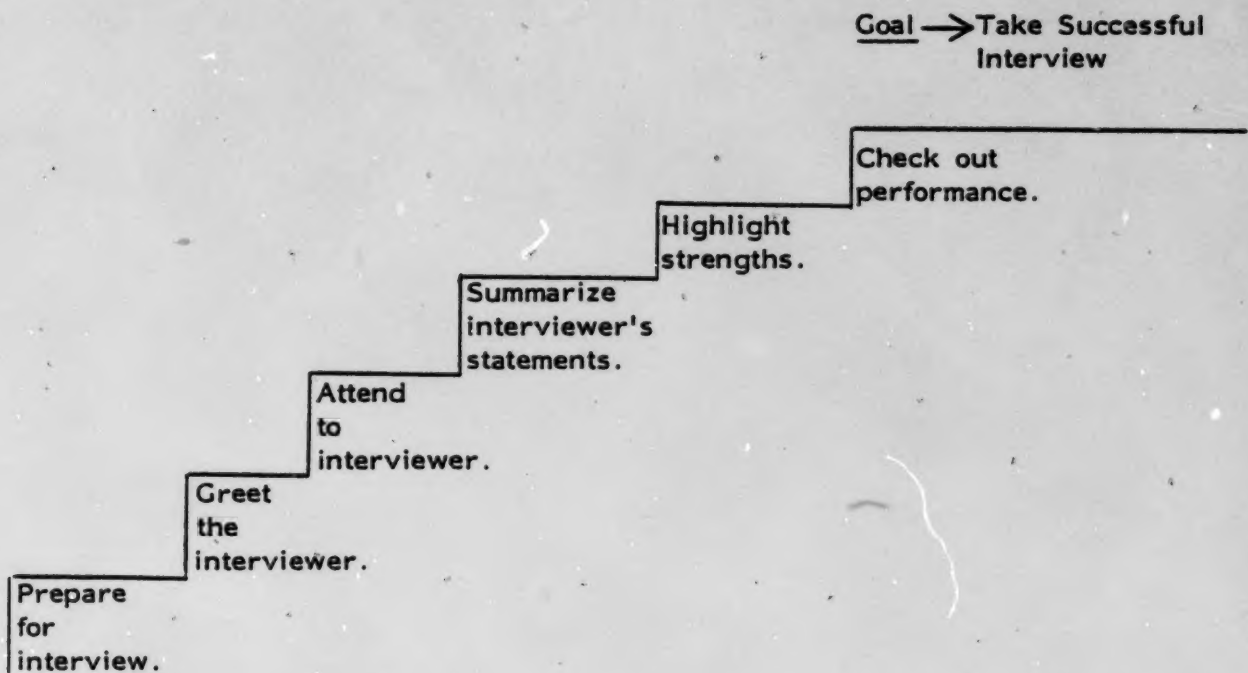
Employability Skills

Taking an Interview

Objective - To verbally and non-verbally convince a potential employer that you are the best applicant for the job.

Reason - If you use interviewing skills an employer is more likely to hire you.

Steps:



Overview

Put page one on overhead. Cover objective, reason and steps in superficial fashion.

Teacher Presentation steps to help student through student steps.

I. Preparing for interview

- a. Initiate a discussion as to what is proper grooming for interview.
- b. Ask what they would wear to interview. Point out that clothes at interview should match those worn on the job.
- c. Develop a master list on the board of what they might take to the interview.
 - e.g. Black ink pen and notebook
 - Social security card
 - List of references
 - List of previous educational and work experience
 - Resume copies
 - Samples of work
- d. Review the plans that are needed to make sure they get to interview on time, etc.

Develop work situation.

II. Greeting the interviewer

- a. Point out that most interviews are determined during the first five minutes and that the greeting is the most important part of the first five minutes.
- b. Continue an artificial interview setting. Select a student to role play an applicant. Have him greet teacher, as role interviewer. Discuss his performance, pointing out the effective and ineffective behaviors.
- c. Demonstrate an effective greeting using the steps given.

III. Attending to interviewer

- a. Demonstrate an applicant who is attending poorly (leaning away, looking away, far away, playing with bag of candy).
- b. Ask students to shape you up so that you are attending to interviewer.
- c. Ask which position leads to a positive impression.
- d. (Alternative approach) Play videotape of a poor interview. Discuss their reactions.
- e. Have each perform the skill of attending.
- f. Apply skill to office setting where desk and chairs and possibly two interviewers are present.
- g. Remind them to keep eye contact as they walk into the room, while greeting the interviewer.

IV. Summarize interviewers statements

- a. Give an example in a role playing context of someone who is asked a question and gives an answer which indicates that they did not listen to the question.
- b. Given a second example of proper summarizing.
- c. Go through steps of summarizing.
- d. Give each an opportunity to try it out in practice.
- e. Point out that employers are usually impressed with their behavior.
- f. Point out that it should only be used intermittently.

V. Highlighting strenghts

- a. Ask where they have developed their strengths before.
- b. Point out the list of possible questions that employers might ask.
- c. Provide exercise where they can match their strengths with employers questions in conversation or on paper.
- d. Arrange mock interviews where each applicant has to highlight strenghts three times.
- e. Point out that at times you may want to highlight strengths which are not introduced by interviewers' questions. After they have asked their questions a possible lead in might be:

"One other point I would like to mention is..."
strength

- f. Point out that questions asked by the interviewer should be asked after the interviewers' questions have been answered. They should refer to information they need to do a good job.

e.g. "Will there be opportunities for me to get advance training on the job?"

Questions about benefits or salary are usually inappropriate in the initial interview.

VI. Check out performance

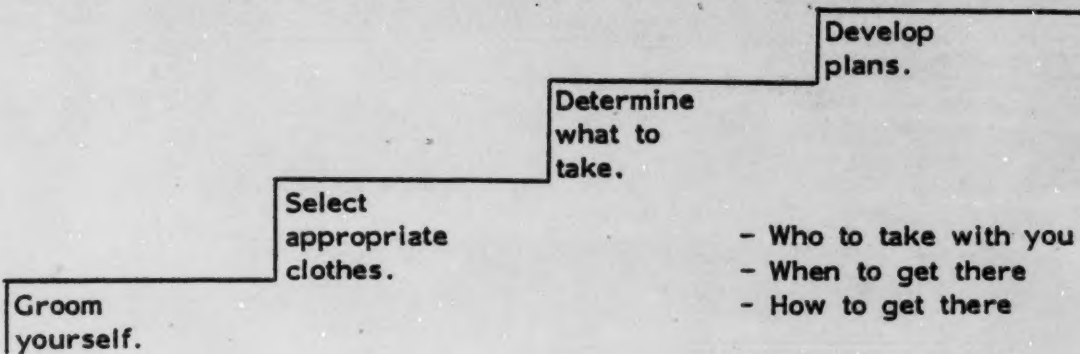
- a. Point out that each trainee will probably take a number of interviews throughout their life and that in many cases how they perform will determine their future job satisfaction. Learning from each interview will improve their future interviews.
- b. Have them check off each behavior.
- c. Develop training program to learn skill deficit.

Review

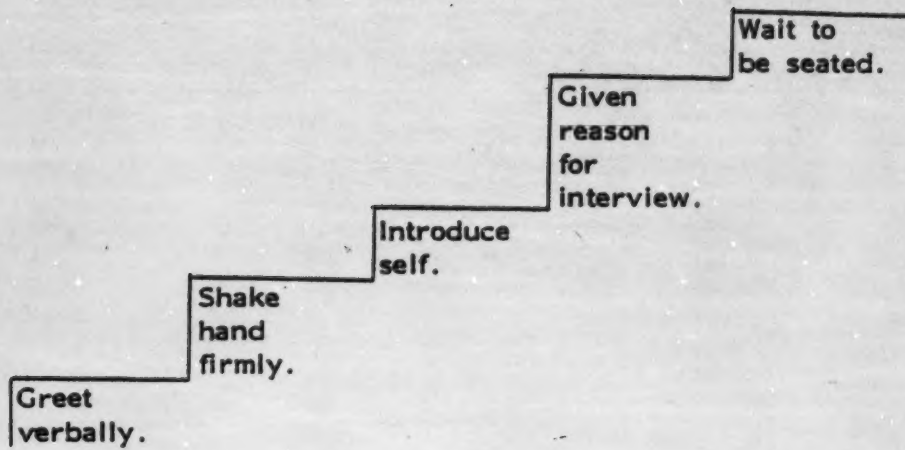
Cover all steps in program, objective and reason.

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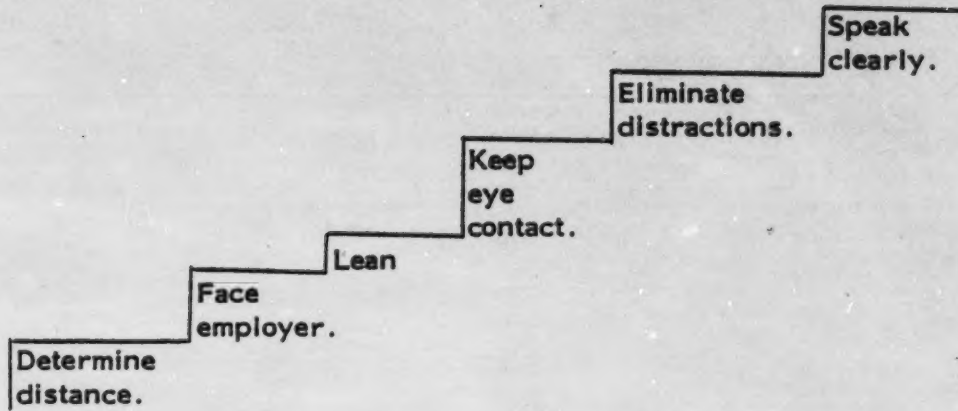
Preparing for Interview



Greet the Interviewer



Attend to Interviewer



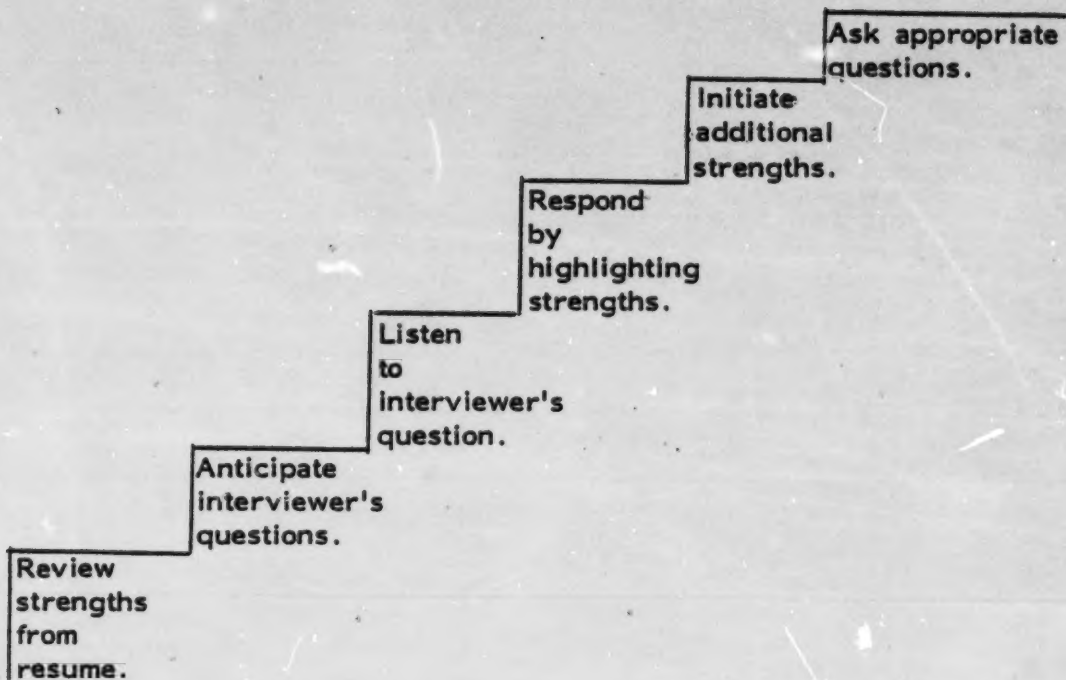
Summarize Interviewer's Statements

Reflect
content.

Summarize
meaning .

Repeat back
to self.

Highlighting Strengths



Check Out Performance

Relearn
missed areas.

Review
checklist.

Appendix G
ECES Monitor Training Materials

YOU

have been selected to be part of our team

OUR GOAL

is to help people decide what they want
to do with their FUTURE.

OUR PROJECT

is called

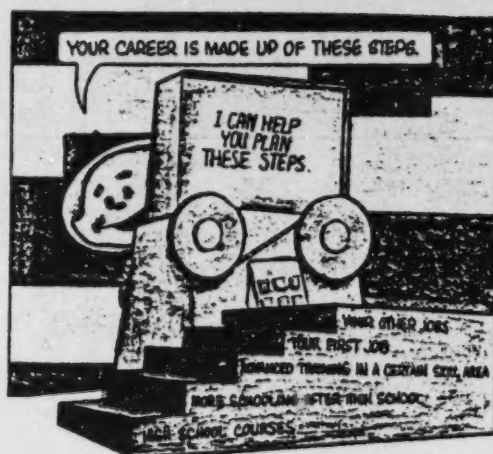
ECES IV OR

Educational and Career

Exploration System

Its a hands-on experience

working with computer terminals



We need your interest and enthusiasm to make this project work. Our ECES Monitor Training is as follows:

MONDAY, AUGUST 21 - FRIDAY, AUGUST 25

Auditorium C and D

Genesee Intermediate Education Center
2413 West Maple Avenue
Flint, Michigan 48507

Transportation and lunch are your responsibility. If you have any questions, please call Jeffrey W. Drake, Coordinator, 767-4310, ext. 261.

JOB DESCRIPTION

TITLE: ECES IV PROJECT MONITOR

JOB SUMMARY:

The overall responsibility of the ECES IV Project Monitor is to assist interested students in exploring, choosing and planning their future career using the Educational and Career Exploration System, a computer guidance support system provided by the Genesee Intermediate School District, Flint, Michigan.

JOB DUTIES:

1. Know how to operate the local computer terminal and microfiche reader.
2. Have a complete understanding of all the parts of ECES IV.
3. Be able to guide students through the program using a Tell, Show, Do method of instruction provided during a required Monitor Training Program.
4. Coordinate scheduling of students on the computer terminal.
5. Keep a precise record of where a student is in the ECES program using a Student Index Card file.
6. Complete a required Monthly Monitor Report using the Student Index Card file.
7. Attend required monthly monitor meetings for further training.
8. Be able to give ECES demonstrations as requested by the counseling staff.
9. Keep an inventory of software supplies and replenish them when necessary.
10. Assist the ECES IV Project Coordinator with testing and evaluation as requested and assigned by the local school contact person.

JOB REQUIREMENTS:

1. Be able to get along with people, including students, teachers, counselors, administrators, and the general public.
2. Be able to communicate effectively.
3. Be able to work efficiently.

OCCUPATIONAL INFORMATION -
DEFINITIONS - "DATA", "PEOPLE", "THINGS"

Every ECES occupation requires a worker to function in relation to Data, People, and Things in varying degrees. To assist monitors in understanding these concepts, the following definitions are given:

DATA

"Information, knowledge, and conceptions related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; not capable of being touched; written data take the form of numbers, words, and symbols. Other data are ideas, concepts, oral verbalization".

PEOPLE

"Human beings, also animals dealt with on an individual basis as if they were human".

THINGS

"Inanimate objects as distinguished from human beings; substances or materials, machines, tools, equipment; products". For purposes of definition, "A thing is tangible and has shape, form and other physical characteristics".

Definitions taken from
Dictionary of Occupational Titles,
1965, Vol. II, U.S. Dept. of Labor

FICHE NO.
123

4139 Wildlife Specialist
4242 Forestry Technician
2235 Conservation Officer

ECES IV
Genesee Intermediate School District
Vocational Education and Career
Development Services Flint, Michigan

[illegible]

"TOPICS OF OCCUPATIONAL INFORMATION"
A COMPARISON OF DATA-ECES MICROFICHE

The following outline is designed to provide ECES Monitors with a basic understanding of the various types of occupational data contained in a microfiche format. Remember, occupational information is always found in the same sequence, regardless of the microfiche identification number. Accordingly, the below-noted comparison details a greater wealth of information as contained on Microfiche 121-125.

— =subtopics of occupational ^{DATA} only
contained on microfiche with
Orange Headers

The first frame on any given microfiche (not Frame A-1) is the:

- I. DESCRIPTION (Occupation's Definition)
 - A. Occupations four digit identification number
 - B. Related occupational titles
 - C. Definition of terms important to occupation
- II. WORK-RELATED PHOTOGRAPHS
 - A. Sequential set of job activities developed over four frames
 - B. Different activities within one occupation
- III. ACTIVITIES (DUTIES, TASKS)
 - A. Listing of activities particular to an occupation
 - B. Specialized tools, equipment, or work aids
 - C. Description of materials, products, or services associated with each activity.
- IV. WHERE EMPLOYED
 - A. Geographic area of country or region, if important
 - B. "Type" of business or industry
 - C. Michigan employment data (numbers working ⁱⁿ on the occupation, if available)
- V. AREAS OF SPECIALIZATION
 - A. Specialized areas of endeavor in the occupation
 - B. Opportunities - full-and part-time, women and minorities
 - C. A combination of both topics

VI. WORKING CONDITIONS

- A. Physical environment (work locations, surroundings)
- B. Hours worked; type of schedule
- C. Fringe benefits
- D. Associates (working alone or with others)
- E. Physical demands made of a worker in specific situations

VII. PERSONAL QUALIFICATIONS

- A. Aptitudes - specific abilities required to learn an activity
- B. Temperaments
- C. Interests

VIII. EDUCATION AND TRAINING

- A. General education needed for the occupation
- B. Specific vocational preparation
- C. Special requirements (licensure or certification imposed by law or official organizations)

IX. NATIONAL EMPLOYMENT OUTLOOK (on CRT Screen)

- A. Growth or decrease in the occupation being explored in relationship to all occupations - a relationship
- B. Expected demand in an occupation versus number of people supply seeking work

X. WAGE AND SALARY STATE (on CRT Screen)

Average rate of pay (beginning and experienced) for the occupation

XI. CHANCE OF ADVANCEMENT

(Paths of advancement, "career ladders" for specific occupation)

- A. Usual promotional opportunities
- B. Ways in which promotion can occur
- C. Factors increasing promotion chances (yearly tests, evaluations, etc.)

XII. WAYS TO ENTER THE FIELD

- A. Michigan outlook for the occupation: not the same as Item C "Where Employed"
- B. Unusual entry or exploration methods
- C. Sources of additional information
- D. Entry level openings

1978 Monitor Training
Outline for Explanation of "Majors" (Educational Programs)

Have monitors open studnet manual and refer to "educational programs" chart

Explain that educational programs:

- (a) have a five digit Identification number (versus the four digit number of occupations)
- (b) are based on a three level classification system
- (c) does not necessarily mean a four year university program. (Give appropriate examples from levels 2 and 3; elaborate)
- (d) include descriptions of required and recommended courses of study related to a particular major. . . . they are designed as examples. . . . an up-to-date university catalog would be the correct source relating courses to select areas of study

Fiche content:

Explain:

- (a) educational programs microfiche are numbered 200-275. Each fiche has four educational programs listed.
- (b) data is always presented in the same order - "occupations related to program," "educational samples," "required" and "recommended" courses.
- (c) that "educational samples" like occupational work samples are problem solving situations for the ECES user relevant to the major being explored.
- (d) the readability level and complexity of words in the required and recommended course sections may prove to be difficult reading for some students; however, editing and revising college catalog course descriptions minus these words would promote inaccuracies.
- (e) that the educational programs microfiche should be stored in the same careful manner that all other microfiche are; those which are lost or damaged are replaced at the school's expense.

ECES WORD PUZZLE

P O T S O C C U P A T I O N
T N A D U R E A T O T H I N G S
L A A M E R I E S E I C A L N O
G B O O D R S O C H A R L N O
B R E D R S O C H A R L N O
H C I F O R C I M N S
C I F O R C I M N S
I F O R C I M N S
M N S
S S E U L A V E L P O E P

Directions

There are 25 words related to ECES (Educational and Career Exploration System) to be found in the above word puzzle.

These words may be found across, down, diagonally, and backwards.

If you have some difficulty remembering all the ECES words, check the glossary for some suggestions.

REVIEW

AWARENESS SECTION
STUDENT MANUAL

1. WHAT is ECES?

2. WHAT can ECES do for anyone?

3. HOW can a counselor, a teacher and ECES help anyone?

4. LIST and EXPLAIN the 6 WORLDS OF ECES:
 - 1.

 - 2.

 - 3.

 - 4.

 - 5.

 - 6.

5. HOW is each ECES WORLD described?

1.

2.

3.

6. LIST the 7 AREAS (parts) of the AWARENESS SECTION:

1.

2.

3.

4.

5.

6.

7.

7. EXPLAIN what happens in the AWARENESS OVERVIEW for a person using ECES for the first time:

REVIEW
AWARENESS WORKSHEET

1. NAME the 7 occupational and educational INTEREST AREAS.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

2. EXPLAIN each of the FOUR LEVELS OF EDUCATION listed below:

1. LEVEL 1
2. LEVEL 2
3. LEVEL 3
4. LEVEL 4

3. WHAT does the term VALUE mean?

4. WHAT does the term PERSONAL VALUE mean?

5. LIST and DEFINE, THREE examples of PERSONAL VALUES:

- 1.
- 2.
- 3.

6. WHAT does the term WORK VALUE mean?

7. LIST and DEFINE all 9 WORK VALUES included in the Appendix Section of your Student Manual:

- 1.
- 2.
- 3.

7. Con't. (LIST and DEFINE WORK VALUES)

4.

5.

6.

7.

8.

9.

8. WHAT does the term VALUE SCALE mean?

9. LIST and DEFINE all 5 LEARNING ABILITIES mentioned in your Student Manual:

1.

2.

3.

4.

5.

10. WHAT does the term LEARNING SCALE mean?

REVIEW

SEARCH SECTION
STUDENT MANUAL

1. WHAT can you tell ECES during the SEARCH component?
2. WHAT are the 6 SEARCH REQUESTS that can be used when you SEARCH for Occupations:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
3. WHAT 5 STEPS can make up a person's career?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

USING the "WORK ACTIVITIES" Appendix, Pages 35-37, ANSWER the following questions:

4. LIST 2 examples of occupations that you can relate to the work activity code number listed below:

CODE
NUMBER

OCCUPATION

OCCUPATION

01 -----

02 -----

03 -----

4. Con't.

CODE
NUMBER

OCCUPATION

OCCUPATION

04 -----

05 -----

06 -----

07 -----

08 -----

09 -----

10 -----

11 -----

12 -----

13 -----

14 -----

15 -----

16 -----

17 -----

18 -----

19 -----

20 -----

21 -----

22 -----

23 -----

USING your GLOSSARY in your Student Manual, DEFINE, in your own words, the following terms:

5. CAREER:

CAREER PLAN:

CAREER PLANNING:

S. Con't.

COMPUTER:

DATA:

GOAL:

INTEREST:

JOB:

LEARNING ABILITY:

OCCUPATION:

PEOPLE:

THINGS:

REVIEW

EXPLORE SECTION
STUDENT MANUAL

1. WHAT 14 topics can you learn about when EXPLORING Occupational Information?

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 14. |

2. WHAT is Chart 31?

3. WHAT is Chart 32?

4. WHAT is Chart 33?

5. WHAT is Chart 34?

6. WHAT is Chart 35?

7. WHAT 3 things can you learn about when EXPLORING Educational Programs:

- 1.
- 2.
- 3.

8. WHAT is Chart 37?

9. WHAT is Chart 38?

10. WHAT can you learn from using the School and College Finder?

11. WHEN exploring schools, you can choose schools based on WHAT 5 criteria?

1.

2.

3.

4.

5.

12. Then, WHAT 7 details will ECES describe for you about each school?

1.

5.

2.

6.

3.

7.

4.

13. USING the School and College Finder, LOCATE and LIST the Regional and State Code Numbers for the following locations:

REGIONAL
Code Number

STATE
Code Number

MICHIGAN -----

COLORADO -----

VIRGINIA -----

NEW MEXICO -----

CALIFORNIA -----

GEORGIA -----

MASSACHUSETTS -----

ALASKA -----

PENNSYLVANIA -----

MISSOURI -----

REVIEWING "What It Means"--Chart 34, ANSWER the following questions:

REFER to Pages 20 and 21.

14. WHAT are "WEIGHTS"?

15. WHAT are "FAVORABILITY SIGNS"?

16. DEFINE and LIST the "5 Point-Favorability Sign Scale" below:

MEANING	SIGN
5 _____	5 _____
4 _____	4 _____
3 _____	3 _____
2 _____	2 _____
1 _____	1 _____

17. WHAT is a "Favorability Score"?

18. HOW do you find a "Favorability Score"?

FAVORABILITY WEIGHT	times	SIGN	equals	ANSWER
_____	X	_____	=	_____
_____	X	_____	=	_____
_____	X	_____	=	_____
_____	X	_____	=	_____
_____	X	_____	=	_____

19. WHAT is an "Occupation Total"?

20. WHAT is an "Occupation Rating"?

REVIEW

MASTERY TEST of ECES IV CONTENT & PROCEDURES

MONITOR TRAINING

The ECES IV Monitor Training Mastery Test will include questions in the following format:

TRUE-FALSE; MULTIPLE CHOICE; LISTING; FILL-IN; RELATING ANSWERS to CRT Screens.

1. Be able to define the difference between "Job" and "Occupation".
2. Be able to identify an Occupation or Educational Program by numerical digits.
3. Be able to relate the difference between "Employment Outlook" and "Supply-Demand".
4. Be able to distinguish new microfiche offerings by its header.
5. Be able to identify what "aptitudes, interests, and temperaments" are in terms of occupational information.
6. Be able to tell how many occupations can be found on an Occupation microfiche as well as how many on Educational Programs microfiche.
7. Be able to state what are the different parts of any Occupation microfiche.
8. Be able to list things you would show and tell a student during your ECES IV OVERVIEW.
9. Be able to list the steps while sitting down and practicing "paying attention" skills.
10. Be able to list the seven areas of the AWARENESS section.
11. Be able to name the seven occupational and educational INTEREST AREAS.
12. Be able to explain each of the FOUR LEVELS OF EDUCATION.
13. Be able to list the six SEARCH requests.
14. Be able to develop the 5-Point Scale, using the meaning and proper sign.
15. Be able to define the charts contained in the World of Exploring.
16. Be able to define what chart numbers stand for.
17. Be able to define the four areas of a student's Career Plan. (GIVEN ON FRIDAY)
18. Be able to define the use of the ECES CRT & COMPUTER PROGRAM LOG.

19. Be able to define what a USER NUMBER and ACCESS CODE are and give an example of each one.
20. Be able to fill in the sections of a STUDENT INDEX CARD.
21. Be able to relate what is contained in the ECES IV Program, based on looking at a CRT Screen to questions asked. (CAREER COMPONENTS & EXPLORE COMPONENTS)
22. Be able to make an OCCUPATIONAL DECISION using the DECISION MAKING Table, and knowing the Titles of each column or line.
23. Be prepared to make comments on your experiences during this ECES Monitor Training Program.

3- EXPLORE COMPONENTS ACCESS SCREEN
WHAT WOULD YOU LIKE TO SEE NOW?

- 0 EXPLORE AN OCCUPATION
- 1 EXPLORE EDUCATIONAL PROGRAMS RELATED TO OCCUPATIONS
- 2 EXPLORE HIGH SCHOOL COURSES RELATED TO OCCUPATIONS
- 3 EXPLORE MOTT COLLEGE COURSES RELATED TO OCCUPATIONS
- 4 OCCUPATIONAL RATING
- 5 OCCUPATIONAL RANKING
- 6 EXPLORE AN EDUCATIONAL PROGRAM (MAJOR)
- 7 EXPLORE OCCUPATIONS RELATED TO EDUCATIONAL PROGRAMS
- 8 EDUCATIONAL PROGRAM RATING AND RANKING
- 9 EXPLORE SCHOOL AND COLLEGE FINDER

TYPE THE NUMBER YOU WANT TO SEE

PART I
COMPUTER TERMINAL OPERATIONS

CATHODE RAY TUBE (CRT) SIGN ON PROCEDURE

1. Get the CRT key.
2. Place the key in the lock on the right side of the CRT.
3. Turn the key clockwise, one-quarter (1/4) turn.
4. Pull the ON/OFF button out to turn the CRT on.
5. Wait 30-60 seconds for the CRT to warm up.
6. Check to see that the cursor appears in the upper left corner of the screen.
7. Type "CSSN_PS_STDT_NAME_STUDENT."
8. Press the ENTER key, which is located in the lower right corner of the keyboard.
9. Read the message "DFH3504 SIGN ON IS COMPLETE."
10. Type "SIGN."
11. Press the ENTER key.
12. Read the message:

"SIGN ON PROCEEDING, PLEASE ENTER

USER NUMBER
ACCESS CODE"
13. Type your USER NUMBER _____.
14. Type your ACCESS CODE _____ (The letters you type will not be visible on the screen).
15. Press the ENTER key.
16. Read the screen menu (General Routing Facility).
17. Type "01" to enter ECES IV.
18. Press the ENTER key.
19. Read the "STUDENT IDENTIFICATION" screen.
20. Type the student's identification number.

21. Press the ENTER key.

CATHODE RAY TUBE (CRT) SIGN OFF PROCEDURE

When the student completes a section of ECES IV, he/she will receive a menu screen.

1. Have the student type "05" for NONE OF THE ABOVE.
2. Have the student press the ENTER key.
3. Read the new menu.
4. Have the student type "08" for SIGN OFF.
5. Have the student press the ENTER key.
6. Receive the message "DFH 3506 SIGN OFF IS COMPLETE."
7. Push the ON/OFF button to shut the CRT off, or return to Step 7 of the Sign On procedure to sign on another student.

CATHODE RAY TUBE (CRT) STOP FEATURE

After completing the orientation phase, you can return to a "menu" screen at anytime except during chart phases.

1. Press the PA2 key, located in the upper right corner of the keyboard.
2. Receive the message:
"DFH ____ TRANSACTION SIGN ABEND _____ IN PGM E4."
3. Press the CLEAR key.
4. Type "SIGN".
5. Press the ENTER key.
6. Read the menu screen.
7. Reenter ECES or sign off.

HELP FEATURE

All chart information screens may receive the help message.

1. Have the student read the message "IF YOU WANT HELP UNDERSTANDING _____, TYPE "H"."
2. Have the student type "H" if he/she needs help.
3. Press the ENTER key.
4. Read the message "FOR HELP IN THIS SECTION SEE YOUR MONITOR."
5. Call the monitor for help in understanding that section.

PRINT PROCEDURES

All chart information screens should be printed so students may have that information to review with their counselors and parents. The following procedure may be used when printing chart information.

1. Read the message:
TYPE "Y" IF YOU WANT A COPY OF THIS CHART.
2. Type "Y".
3. Press the ENTER key.

PROBLEM-SOLVING PROCEDURES

When a terminal problem occurs, you can use one of the following procedures to get the problem corrected. The program and CRT are designed to eliminate as many problems as possible. For example, a student may press the enter key twice after typing a response. What would happen? The next screen will appear as though the procedure was done correctly. If you do have a problem, try the following and share your experiences with other monitors.

Problem: If you receive a message similar to:
A1 _____ Transaction ERROR

1. Press CLEAR key.
2. Type SIGN.
3. Press ENTER.
4. Proceed from that screen with required response.

Problem: Response typed and entered incorrectly.

1. Retype correct response.
2. Press ENTER key.

Problem: Cursor is not in the right space to type the response requested.

1. Press the SKIP key.
2. Check to see that the cursor is in the proper spot.
3. Type the response.
4. Press ENTER key.

Problem: The "SYSTEM AVAILABLE" and "INPUT INHIBITED" lights are both on. The student has waited longer than one full minute and nothing is happening.

1. Press the RESET key.
2. Press the SKIP key, if the cursor is not in the proper place.
3. Retype the response.
4. Press the ENTER key.

PART II
MONITOR PROCEDURES

To The ECES IV Monitor:

What is an ECES IV Monitor? A monitor in ECES IV is a well-trained person who guides students through all the phases of ECES to help them find careers to pursue. The ECES Monitor Training Program, this manual and your trainer(s) will all help you become a successful ECES Monitor.

When you work with students, there are many things you can "do" to help your students progress through ECES with more ease and understanding. The easier and more understandable you make the ECES program for students--the more successful they will be.

This section of your manual is designed to provide you with a step-by-step method for guiding students through ECES. Each step of the program has "checkpoints," or stopping places, where you should give students some information or assistance. A "Show-tell-do" approach is given for each checkpoint to explain what you should "show" the student, "tell" the student, and have the student "do". Brief explanations or summaries in the form of Monitor Overviews are also given to help you tell students about the part of ECES he/she will see next. You may use these overviews word-for-word or change them into your own words, but the main thing to remember is that you will make your students more comfortable by explaining what is coming next.

Refer to your Monitor Procedures section often for review. At first, you may find that having it open and in front of you when working with a student gives you confidence. In a short time, you will be able to work with students with confidence and skill,, as your training staff will model during your first ECES experience.

Remember, your success as a monitor is measured by your students' successes in finding happy and successful careers.

Best wishes,

Your ECES IV Training Staff

ECES IV Monitor Overview

1. AWARENESS - COMPONENT II INCLUDES:
 - Chart 12 - Interests (Data-People-Things)
 - Chart 13 - Levels of Education
 - Chart 14 - Work Values
 - Chart 15 - Personal Values
 - Chart 16 - Learning Ability
 - Chart 17 - Orientation Game
 - Chart 18 - Decision Making Overview
2. SEARCH - Chart 20
3. EXPLORE - COMPONENT 30 INCLUDES:
 - ** Occupations**
 - Chart 31 - Educational Programs Recommended for an Occupation
 - Chart 32 - High School Courses Required for an Occupation
 - Chart 33 - Mott Community College Courses Required for an Occupation
 - Chart 34 - Occupational Rating
 - Chart 35 - Occupational Ranking
 - ** Educational Programs**
 - Chart 37 - Occupations Related to Educational Programs
 - Chart 38 - Educational Program Rating and Ranking
 - ** School and College Finder**
 - Chart 39 - School and College Finder Chart
4. EXPERIENCE - INCLUDES:
 - Chart 40 - Choose a Day-On-The-Job
 - Chart 41 - Letter of Application
 - Chart 42 - Interview
 - Chart 43 - Schedule a Day-On-The-Job
 - Chart 44 - Rate Your Day-On-The-Job
 - Chart 45 - Self Assessment
5. PLAN - INCLUDES:
 - Chart 50 - Choose an Occupational Goal
 - Chart 51 - Choose an Educational Program
 - Chart 52 - Choose a Level of Education
 - Chart 53 - Choose a School or College
 - Chart 54 - Choose High School Courses
 - Chart 55 - Choose College Courses
 - Chart 56 - Make Personal Decisions
 - Chart 57 - Verify Career Plan

6. PLACEMENT -

COMPONENT 60 INCLUDES:

Chart 61 - Find Job Openings

Chart 62 - Write a Resume'

Chart 63 - How to Get Along with Your Boss and Co-Workers

OVERVIEW

Monitor Overview:

What is ECES and how can ECES help you decide what to do with your future? Your ECES Student Manual has the answers to those questions. Use your Manual often to help you and your parents understand your ECES experiences.

Checkpoint

S - T - D Activities

- | | |
|-------------------------------------|---|
| 1- ECES IV Overview | <u>Show</u> - The student the Student Manual.
<u>Tell</u> - The student how to use the Manual.
<u>Do</u> - Have the student read the "Overview" section of the Manual. |
| 2- Cathode Ray Tube (CRT) | <u>Show</u> - The student the CRT screen and keyboard units.
<u>Tell</u> - The student how each unit is used.
<u>Do</u> - Have the student sign on. |
| 3- Microfiche Viewer and Microfiche | <u>Show</u> - The student the viewer and microfiche.
<u>Tell</u> - Explain what the microfiche and viewer are used for and how to use them.
<u>Do</u> - Have the student place a fiche in the viewer, look at a frame and remove the fiche. |
| 4- Student Index Card | <u>Do</u> - Write the date, the student's name and identification number on a SIC. |

AWARENESS

Monitor Overview:

During Awareness, you will learn how to use ECES IV. You will also tell ECES about your interests, how much education you plan to complete, what your work values and personal values are, and what you feel your learning ability is. You must tell ECES about yourself, so ECES can help you find a career which fits you.

Checkpoint

S - T - D Activities

1- Student Worksheets

- Show - The student the Awareness Worksheet from the Student Manual.
- Tell - The student that having completed the worksheets, he/she will enter the information into the computer.
- Do - Have the student review his/her worksheets and place them near the CRT, in sequence, to use during Awareness.

2- Chart 12 - Interests
(Refer to page of the Glossary.)

- Show - The student the Occupational Chart and the Data, People, Things grouping of jobs.
- Tell - The student that ECES groups jobs by what people work with, like data (information and ideas), people, things, or any combination of these.
- Do - Have the student enter his/her interest ratings from his/her Interest Worksheet.

3- Chart 13 - Educational Levels
(Refer to page of the Glossary.)

- Show - The student the Occupational Chart and the grouping of jobs by the levels of education recommended for each.
- Tell - The student that Level 1 represents four or more years of college; Level 2 is junior or community college; Level 3 is vocational or technical school training, and Level 4 is a high school education.
- Do - Have the student enter the highest level of education he/she plans to complete.

Checkpoint

S - T - D Activities

- 4- Chart 14 - Work Values
(Refer to page of
the Glossary.)
- Show - The student the nine work values in the Student Manual and on the CRT.
- Tell - The student that he/she will rate these work values using a scale from 1 to 9.
- Do - Have the student enter his/her work value ratings from the Work Values Worksheet.
- 5- Chart 15 - Personal Values (Refer to page of the Glossary.)
- Show - The student some suggested personal values from the Monitor Manual.
- Tell - The student that besides work values, he/she will choose and enter three personal values and rate those values on a scale from 1 to 9.
- Do - Have the student enter his/her personal values and value ratings from the Personal Values Worksheet.
- 6- Chart 16 - Learning Ability (Refer to page of the Glossary.)
- Show - The student the learning ability areas and definitions in the Student Manual.
- Tell - The student that he/she will have to rate his/her learning ability on a scale from 1 to 9, as compared to other students in the same grade.
- Do - Have the student enter his/her learning ability ratings using the Learning Ability Worksheet.
- 7- Chart 17 - Orientation Game (Refer to page of the Glossary.)
- Show - The student the Occupational Chart and the game's instructions and scoreboard on the CRT screen.
- Tell - The student that this is a game to see how well he/she understands how jobs are grouped in ECES, and explain that he/she will need to get five right answers to proceed.
- Do - Have the student enter his/her answers and keep track of his/her score.
- 8- Chart 18 - Decision Making Overview (Refer to page of the Glossary.)
- Show - The student the Decision-Making Worksheet in the Student Manual.
- Tell - The student that the Decision-Making Overview will help him/her understand more about how to make a decision in ECES and in all parts of his/her life.
- Do - Have the student complete the Decision-Making Overview microfiche and Worksheet.

Checkpoint

S - T - D Activities

9-

Student Index Card

Do -

Write the date the student completed the Awareness on the SIC.

ECES IV
Student Manual Supplement

Every ECES occupation requires a worker to function in relation to Data, People, and Things in varying degrees. To assist monitors in understanding these concepts, the following definitions are given:

DATA

"Information, knowledge, and conceptions related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; not capable of being touched; written data take the form of numbers, words, and symbols. Other data are ideas, concepts, oral verbalization".

PEOPLE

"Human beings, also animals dealt with on an individual basis as if they were human".

THINGS

"Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products". For purposes of definition, "A thing is tangible and has shape, form and other physical characteristics".

Definitions taken from
Dictionary of Occupational Titles,
1965, Vol. II, U.S. Dept. of Labor

GISD
NF:ca
2.03
8/23/77

SEARCH

Monitor Overview:

The goal of Search is to provide a workable number of occupations for student exploration based on defined priorities. These six priorities, or requests, may be utilized in various combinations. As each request is made, a delimiting process results in a final listing of 12 or less occupations for potential review. It should be emphasized that a student can use Search an unlimited number of times.

Checkpoint

S - T - D Activities

- | | | | |
|----|---|---------------|---|
| 1- | Search Requests
(Refer to the Appendix.) | <u>Show</u> - | The student the six requests in the Student Manual. Amplify the nature of these requests by using the Informal descriptions below. |
| | | <u>Tell</u> - | The student that the Interest Test Scores are his/her OVIS Test Scores; Interests are job factors he/she may want to work with; Educational Level refers to the amount of education he/she plans to complete; High School Courses denotes favorite areas of study; Salary reflects a beginning rate of pay in a job; and Activities gives a generalized listing of tasks common to groups of occupations. |
| | | <u>Do</u> - | Have the student note one of these requests on a piece of paper as a starting point. You may want to give him/her time to decide upon a second and third request. (Either OVIS Test Scores or Interests may be used in a particular Search sequence. Once one is chosen, the other <u>does not</u> appear as a subsequent option.) |
| 2- | Chart 20 - Search
(Refer to the Appendix.) | <u>Show</u> - | The student the six requests as shown on the CRT Screen and the Chart of Occupations. |

Checkpoint

S - T - D Activities

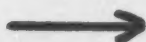
3- Student Index Card

- Tell - The student that he/she may make as many requests as needed to find occupations to explore. Explain the occupations suggested via Search are a result of his/her requests.
- Do - Have the student utilize Search to obtain a list of suggested occupations.
- Do - Write the date of the student's Search and the names and numbers of suggested occupations on the Student Index Card.

ECES IV Monitor Training
Student Manual Supplement - "Search"

The following student manual supplement is designed to be used with the ACTIVITIES component of ECES IV "Search".

Use This
CODE



To Locate ECES Occupations
with these primary
ACTIVITIES

- 1 Obtaining, producing or cultivating raw materials, plants, products or animals on or below the earth's surface; normally outdoor work.
- 2 Loading, moving or transporting solid, liquid, or gaseous materials; or people by hand and/or machine power.
- 3 Producing-distributing heat, power or conditioned air; cleaning, adjusting, and maintaining machinery, buildings, rooms, etc.
- 4 Filling, packing, wrapping, installing, distributing or storing materials and products.
- 5 Working with machines and hand tools to cut and shape wood, metal, plastics, etc.; joining, mending, or fastening materials; fitting, and adjusting parts.
- 6 Assembling various materials or products by assembly line or bench methods; bending, cutting or joining materials by welding and soldering.
- 7 Working with brick, cement, mortar, stone, lumber, paint and other construction materials to build and repair structures.
- 8 Fabricating, installing and repairing of electrical, electronic or mechanical equipment or parts of equipment.
- 9 Processing fluid, solid or gaseous materials, heat conditioning and shaping of metals and ceramics; working with food and food products.
- 10 Helping coordinate and develop engineering, scientific, and technical programs, activities, and projects.
- 11 Engaging or directing others in printing activities, transferring letters, designs, etc. onto paper by use of ink and pressure; operating cameras.
- 12 Evaluating or estimating the quality, quantity or value of things or data; developing new products.

- 13 Receiving, storing, issuing, shipping, and accounting for stores of materials; preparing and maintaining numerical and typewritten records (activities involving accounting-recording).
- 14 Plotting, tracing or drawing diagrams and other graphic design or production information.
- 15 Exploring fundamental areas of knowledge and conducting research in the social and physical sciences.
- 16 Creative and scientific writing, reporting, painting, sculpturing, composing, acting; creative activities involving the fine arts.
- 17 Dealing with people to gather or give out information of a business, industrial or legal nature.
- 18 Compiling written and spoken information - providing the same to others by voice, written statements and electronic equipment.
- 19 Protecting life and property against loss; maintaining peace and order; helping heal and care for people with physical, mental or personal problems; working with animals.
- 20 Managing, organizing and coordinating the functions of a unit, department or branch of an organization or establishment.
- 21 Teaching or instructing others in obtaining vocational, mental, physical or social skills.
- 22 Merchandising, buying, selling, renting and demonstrating materials, land, products or services in retail and wholesale trade; creating and producing advertising.
- 23 Providing specialized personal convenience and/or physical service activities to people.

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SEARCH

Monitor Overview:

The goal of Search is to provide a workable number of occupations for student exploration based on defined priorities. These six priorities, or requests, may be utilized in various combinations. As each request is made, a delimiting process results in a final listing of 12 or less occupations for potential review. It should be emphasized that a student can use Search an unlimited number of times.

Checkpoint

S - T - D Activities

- 1- Search Requests
(Refer to the Appendix.)

Show -

The student the six requests in the Student Manual. Amplify the nature of these requests by using the informal descriptions below.

Tell -

The student that the Interest Test Scores are his/her OVIS Test Scores; Interests are job factors he/she may want to work with; Educational Level refers to the amount of education he/she plans to complete; High School Courses denotes favorite areas of study; Salary reflects a beginning rate of pay in a job; and Activities gives a generalized listing of tasks common to groups of occupations.

Do -

Have the student note one of these requests on a piece of paper as a starting point. You may want to give him/her time to decide upon a second and third request. (Either OVIS Test Scores or Interests may be used in a particular Search sequence. Once one is chosen, the other does not appear as a subsequent option.)

- 2- Chart 20 - Search
(Refer to the Appendix.)

Show -

The student the six requests as shown on the CRT Screen and the Chart of Occupations.

Checkpoint

S - T - D Activities

3- Student Index Card

Tell -

The student that he/she may make as many requests as needed to find occupations to explore. Explain the occupations suggested via Search are a result of his/her requests.

Do -

Have the student utilize Search to obtain a list of suggested occupations.

Do -

Write the date of the student's Search and the names and numbers of suggested occupations on the Student Index Card.

EXPLORING OCCUPATIONS

Monitor Overview:

When you explore an occupation, you will learn the important facts about the occupation, like what you would do, how much you would earn, and how to prepare yourself for that occupation. At each step, you will tell ECES how well you like what you see. At the end of each occupation, you will get a chart showing how well that job fits you. ECES will also keep track of your best-liked occupations for you.

Checkpoint

S - T - D Activities

- | | |
|--|--|
| 1- Occupation | <u>Show</u> - The student the Occupational Chart.
<u>Tell</u> - The student that the 4-digit numbers given by the occupation names are used by the computer to find the occupation being explored and by the student to identify his/her occupation when on ECES.

<u>Do</u> - Have the student call for an occupation to explore. |
| 2- Five-Point Scale
(Refer to page of the
Glossary.) | <u>Show</u> - The student the Five-Point Scale on the CRT screen.
<u>Tell</u> - The student that he/she will tell ECES how he/she likes each piece of information using the Five-Point Scale, with "5" being very favorable and "1" being very unfavorable.

<u>Do</u> - Have the student read the information and enter his/her 5-point rating. |
| 3- Work Sample | <u>Show</u> - The student the first work sample on the microfiche viewer.
<u>Tell</u> - The student that work samples are multiple choice questions about problems he/she would face in an occupation. Explain that he/she should read the sample carefully and pick what he/she believes to be the best choice. Tell the student that he/she is not graded on correct or incorrect answers.

<u>Do</u> - Have the student read the work sample and enter a response. |
| 4- Chart 31 (Refer to page
of the Glossary.) | <u>Show</u> - The student his/her Chart 31 on the CRT screen. |

Checkpoint

S --T - D Activities

- Tell - The student that Chart 31 gives him/her the educational programs which are recommended to prepare for an occupation.
- Do - Have the student read the information and print the chart for use with Exploring Educational Programs.
- 5a- Chart 32 (Refer to page of the Glossary.)
(High School Students Only)
- Show - The student the Chart 32 on the CRT screen.
- Tell - The student that Chart 32 gives the high school courses which he/she should take to prepare for an occupation.
- Do - Have the student read the information and print the chart.
- 5b- Chart 33 (Refer to page of the Glossary.)
(Mott College Students Only)
- Show - The student the Chart 33 on the CRT screen.
- Tell - The student that Chart 33 gives the Mott Community College courses which he/she will need to take to prepare for an occupation.
- Do - Have the student read the information and print the chart.
- 6- Chart 34 (Refer to page
- Show - The student the Chart 34 on the CRT screen and the Explanation of Chart 34 in his/her Student Manual.
- Tell - The student that Chart 34 compares the things he/she said about him/herself with what he/she said about the occupation to give him/her an occupational score. Explain that the occupational score is then compared to an ideal score to see how favorable that occupation is in terms of his/her values. From the Student Manual, review with the student the explanations of the terms used in Chart 34.
- Do - Have the student read the Chart 34 explanation in the Student Manual, the Chart 34 information on the CRT screen, and print his/her Chart 34.
- 7- Chart 35 (Refer to page of the Glossary.)
- Show - The student the Chart 35 on the CRT screen.
- Tell - The student that Chart 35 gives him/her a list of the occupations which he/she liked most.

Checkpoint

8- Student Index Card

S - T - D Activities

Do - Have the student read his/her occupational ranking and print the chart.

Do - Write the date, occupational score in percent, the occupation name, and the occupation number on the SIC.

EXPLORING EDUCATIONAL PROGRAMS

Monitor Overview:

In ECES, an educational program is a field of study or major taken after high school to prepare you for your chosen career. While exploring an educational program, you will learn what courses the program requires, what courses the program recommends, and what it is like to study that program. At each step, you will again tell ECES how well you like what you see. At the end, you will get a chart showing how well that program fits your requirements, and ECES will keep track of the programs you liked best.

Checkpoint

S - T - D Activities

- | | | | |
|----|---|---------------|--|
| 1- | Educational Program
(Major) | <u>Show</u> - | The student the Educational Programs Chart and his/her Chart 31, if he/she has explored a favorable occupation. |
| | | <u>Tell</u> - | The student that the numbers given by the name of the educational program are used to identify that program in ECES. |
| | | <u>Do</u> - | Have the student call for an educational program to explore. |
| 2. | Educational Sample
(Refer to page of the
Glossary.) | <u>Show</u> - | The student the educational sample on the microfiche. |
| | | <u>Tell</u> - | The student that educational samples are multiple choice questions about that program of study. Explain that he/she should read the sample carefully and pick what he/she feels is the best choice. Let him/her know that he/she is not graded on the answers. |
| | | <u>Do</u> - | Have the student read the educational sample and enter a response. |
| 3- | Required Courses
(Refer to page of the
Glossary.) | <u>Show</u> - | The student the list of required courses on the microfiche viewer. |
| | | <u>Tell</u> - | The student that the list of required courses are courses which must be taken in an educational program to complete the program. Explain how to receive a description of each course. |
| | | <u>Do</u> - | Have the student select a course, receive the description and read it. |
| 4- | Recommended Courses | <u>Show</u> - | The student the list of recommended |

CheckpointS - T - D Activities

- | | | | |
|----|---|---------------|--|
| | (Refer to page of the Glossary.) | | |
| | | <u>Tell</u> - | courses on the microfiche viewer. The student that recommended courses which are not required to complete an educational program, but are helpful. Explain how to review the course descriptions. |
| | | <u>Do</u> - | Have the student select a course, receive the description and read it. |
| 5- | Chart 37 (Refer to page of the Glossary.) | <u>Show</u> - | The student the Chart 37 on the CRT screen. |
| | | <u>Tell</u> - | The student that Chart 37 gives the occupations which an educational program will prepare him/her to enter. |
| | | <u>Do</u> - | Have the student read the information and print the chart. |
| 6- | Chart 38 (Refer to page of the Glossary.) | <u>Show</u> - | The student the Chart 38 on the CRT screen and the explanation of terms on page of the Student Manual. |
| | | <u>Tell</u> - | The student that Chart 38 gives him/her feedback on how well that educational program meets his/her requirements. His/her score is compared to an ideal score to see how close it comes to the ideal. ECES will keep track of the best liked educational programs for his/her review at anytime. Review with the student the explanation of terms in the Student Manual. |
| | | <u>Do</u> - | Have the student read the explanation of terms in the Student Manual (page), read the Chart 38 information, and print his/her Chart 38. |
| 7- | Student Index Card | <u>Do</u> - | Write the date, the educational program (major), score percent, the educational program name and the program number on the SIC. |

EXPLORING EDUCATIONAL PROGRAMS

Monitor Overview:

In ECES, an educational program is a field of study or major taken after high school to prepare you for your chosen career. While exploring an educational program, you will learn what courses the program requires, what courses the program recommends, and what it is like to study that program. At each step, you will again tell ECES how well that program fits your requirements, and ECES will keep track of the programs you liked best. (See page 18 in Student Manual).

<u>Checkpoint</u>	<u>S - T - D Activities</u>
1. Educational Program (Major)	<u>Show-</u> The student the Educational programs Chart and his/her Chart 31, if he/she has explored a favorable occupation. <u>Tell-</u> The student that the numbers given by the name of the educational program are used to identify that program in ECES. <u>Do-</u> Using the educational program worksheet, have the student select one of the programs he/she wants to explore and enter the 5-digit number.
2. Educational Sample	<u>Show-</u> The student the educational sample on the microfiche. <u>Tell-</u> The student that the educational samples are multiple choice questions about that program of study. Explain that he/she should read the sample carefully and pick what he/she feels is the best choice. Let him/her know that he/she is not graded on the answers. <u>Do-</u> Have the student read the educational sample and enter a response.
3. Required Courses	<u>Show-</u> The student the list of required courses on the microfiche viewer. <u>Tell-</u> The student that the list of required courses are courses which must be taken in an educational program to complete the program. Explain how to receive a description of each course.

CheckpointS - T - D Activities

- | | | | |
|----|------------------------------|--------------|--|
| 3. | Required Courses
(Cont'd) | <u>Do-</u> | Have the student select a course, receive the description and read it. |
| 4. | Recommended Courses | <u>Show-</u> | The student the list of recommended courses on the microfiche viewer. |
| | | <u>Tell-</u> | The student that recommended courses are not required to complete an educational program, but are helpful. Explain how to review the course descriptions. |
| | | <u>Do-</u> | Have the student select a course, receive the description and read it. |
| 5. | Chart 37 | <u>Show-</u> | The student the Chart 37 on the CRT screen. |
| | | <u>Tell-</u> | The student that Chart 37 gives the occupations which an educational program will prepare him/her to enter. |
| | | <u>Do-</u> | Have the student read the information and 'print' the chart. |
| 6. | Chart 38 | <u>Show-</u> | The student the Chart 38 on the CRT screen. |
| | | <u>Tell-</u> | The student that Chart 38 gives him/her feedback on how well that educational program meets his/her requirements. His/her score is compared to an ideal score to see how close it comes to the ideal. ECES will keep track of the best liked educational programs for his/her review at anytime. |
| | | <u>Do-</u> | Have the student read the explanation of terms in the Student Manual (page 18), read th Chart 38 information, and 'print' his/her Chart 38. |
| 7. | Student Index Card | <u>Do-</u> | Write the date, the educational program (major), score percent, the educational program name and the program number on the SIC. |

EXPLORING SCHOOL & COLLEGE FINDER

Monitor Overview:

When you explore schools and colleges, you tell ECES what is important to you about the school or college you plan to attend. You may make several requests, including the location, type, educational program, cost and size of school you want. ECES will give you information about different schools and colleges to help you find the one which meets your requirements.

Checkpoint

S - T - D Activities

1. School & College Finder

- Show- The student the School & College Finder section of the Student Manual. (pages 45-55.)
- Tell- The student to read the S & C Finder instructions and find the codes for the educational programs which he/she plans to use.
- Do- Have the student read the S & C Finder instructions and write the educational program codes being used in S & C Finder on his/her School & College Finder Worksheet.

2. Requests

- Show- The student the S & C Finder section in the Student Manual and the list of requests on the CRT screen.
- Tell- The student that he/she will need to make at least 3 requests. Explain that he/she can use the S & C Finder section to find the code numbers for each request.
- Do- Have the student enter his/her requirement codes and get a list of schools.

3. Chart 39

- Show- The student the list of schools and the areas of school information available on the CRT screen.
- Tell- The student that Chart 39 gives him/her up to six kinds of information on each school he/she explores.
- Do- Have the student explore a school and all the areas of information and 'print' his/her Chart 39 and each the information screens.

Checkpoint

4. Student Index Card

S - T - D Activities

Do- Write the name and number of the educational program for which school information is requested.

DECISION - MAKING

Monitor Overview:

Now that you have found an occupation which meets many of your requirements and spent a Day On The Job, you can get a Career Plan. Your plan will show you what you should do to reach that goal. In this part of Plan, you can make decisions about your chosen job, educational level, educational program, college or school, high school courses, college courses, or a personal decision.

Checkpoint

S - T - D Activities

1 - Chart

- Show - The student the list of charts in Career Plan on the CRT screen.
- Tell - The student that he/she should make a decision in any of the areas shown where he/she is still not sure.
- Do - Have the student request the chart or charts of his/her choice.

2 - Choice

- Show - The student the Decision Making Worksheet.
- Tell - The student that he/she will need to have two choices to use when making a decision. Explain that he/she should think about the area in which he/she is still not sure and pick two possible ways to reach the goal, such as two occupations, two educational programs or two personal things.
- Do - Have the student write his/her choices on the worksheet and enter them into the computer.

3 - Values

- Show - The student the list of Personal Values and the values example on the microfiche.
- Tell - The student to think about what is important to him/her. Explain that values are his/her "reasons" for choosing one thing over another.
- Do - Have the student write his/her values on the worksheet and enter them into the computer.

5 - Weights

- Show - The student the Value Weight Scale on the microfiche.
- Tell - The student that he/she will rate each of the values on a scale from "1" to "9", with 9 being most important and 1 being least important.
- Do - Have the student write his/her value weights on the worksheet and enter them into the computer.

5 - Rating Scale

- Show - The student the Rating Scale on the microfiche.
- Tell - The student that he/she will compare each choice with each value using signs from "++" to "--", with "++" being very favorable and "--" being very unfavorable.
- Do - Have the student write his/her rating sign for each choice as compared to each value on the worksheet and enter them into the computer.

6 - Decision Table

- Show - The student the Decision Table on the microfiche and on the CRT screen.
- Tell - The student that this table will give him/her a total score for each choice by multiplying each weight by the number value of each sign and adding the columns.
- Do - Have the student figure his/her total scores on the Decision Making Worksheet and check them with the scores on the CRT screen.

7 - Ideal Score

- Show - The student the Ideal Score information on the microfiche and CRT screen.
- Tell - The student that a score is "ideal" when each value is rated most favorable or "++". The Ideal Score is figured by multiplying the total of the weights by 2 (++) .
- Do - Have the student figure the Ideal Score on his/her worksheet and check it with the Ideal Score on the CRT screen.

Checkpoint

8 - Ideal Comparison

Show -

The student the Ideal Comparison on the microfiche and CRT screen.

Tell -

The student that he/she can compare his/her higher score with the Ideal Score by dividing the higher score by the Ideal Score to get a score percent.

Do -

Have the student figure his/her score percent for the more favorable choice on the worksheet and check it with the score percent on the CRT screen.

9 - Decision Analysis

Show -

The student the Decision Analysis on the CRT screen.

Tell -

The student that this information explains what the score percent means to him/her.

Do -

Have the student read the Decision Analysis and print it.

10 - Student Index Card

Do -

Enter the date, the score %, and the most favorable choice on the SIC.

EXPERIENCE CHOOSING A DAY ON THE JOB

Monitor Overview:

To go for a Day-On-The-Job experience, you must first choose what job you want to visit. This part of ECES will help you decide on a job that meets many of your requirements.

Checkpoint

S - T - D Activities

- | | |
|-------------------------------|---|
| 1 - Chart 40 | <u>Show</u> - The student the Experience section of the Student Manual and the Decision Making microfiche.
<u>Tell</u> - The student that there are several steps he/she must take to choose a Day-On-The-Job and that the Decision Making microfiche will help him/her make the best choice.
<u>Do</u> - Have the student read the Experience Section of the Student Manual and call for Chart 40 on the CRT. |
| 2 - Occupational Alternatives | <u>Show</u> - The student the Occupational Chart and the Decision Making microfiche.
<u>Tell</u> - The student that he/she will need to find two (2) favorable occupations from which he/she can choose a job to visit. Suggest two from previously explored occupations having a score of 66% or above.
<u>Do</u> - Have the student write two occupations on his/her worksheet and enter the names of those occupations into the computer. |
| 3 - Values | <u>Show</u> - The student the Personal Values list in the Monitor Manual and the values list on the microfiche.
<u>Tell</u> - The student to think about things which are important to him/her. Explain that these values will be his/her "reasons" for choosing a job.
<u>Do</u> - Have the student list 3 to 5 values on his/her worksheet, using the Personal Values list and the microfiche information and enter them into the computer. |

4 - Weights

- Show - The student the Value Weight Scale on the microfiche.
- Tell - The student that he/she will rate each of his/her values using a scale from 1 to 9, with 9 being most important and 1 being least important.
- Do - Have the student write his/her value weights on the worksheet and enter them into the computer.

5 - Rating Scale

- Show - The student the Rating Scale on the microfiche.
- Tell - The student that he/she will rate each occupation with each value using signs from "++" to "--" with ++ being very favorable and -- being very unfavorable.
- Do - Have the student write his/her rating of each occupation as compared to each value on his/her worksheet and enter them into the computer.

6 - Decision Table

- Show - The student the Decision Table on the microfiche and on the CRT screen.
- Tell - The student that the Decision Table gives him/her a total score for each occupation by multiplying each weight by the number value of each sign and adding the columns.
- Do - Have the student figure his/her total scores on the Decision Making Worksheet and check them with the scores on the CRT screen.

7 - Ideal Score

- Show - The student the Ideal Score information on the microfiche and CRT screen.
- Tell - The student that a score is "ideal" when each value is rated most favorable or ++. The Ideal Score is figured by multiplying the total of the weights by 2 (++) .
- Do - Have the student figure the Ideal Score on his/her Decision Making Worksheet and check it with the Ideal Score on the CRT.

8 - Ideal Comparison

Show -

The student that Ideal Comparison on the microfiche and CRT screen.

Tell -

The student that he/she should compare his/her higher score with the Ideal Score by dividing the higher job score by the Ideal Score to get a score percent.

Do -

Have the student figure his/her score percent for the more favorable occupation on the Decision Making Worksheet and check it with the percent score on the CRT screen.

9 - Decision Making Analysis

Show -

The student the Decision Making analysis information on the CRT screen.

Tell -

The student that this information explains what the score percent means to him/her.

Do -

Have the student read the information and print it.

10 - Student Index Card

Do -

Enter the date, score %, occupation name and occupation number on the SIC.

SCHOOL MONTHLY MONITOR REPORTS

At the end of each month, the ECES Monitor must fill out and complete a "School Monthly Monitor Report". This completed report must then be mailed to:

ECES Project Coordinator
Genesee Intermediate School District
2413 West Maple Avenue
Flint, MI 48507

A sample "School Monthly Monitor Report" is explained below:

ECES IV																			
SCHOOL MONTHLY MONITOR REPORT																			
SCHOOL _____		MONTH _____																	
<u>Student Name</u>	<u>Counselor</u>	Awareness	Search	Explore Occupations	Explore Educational Programs	Explore S & C Finder	Experience Choosing DOJ	Letter of Application	Interview	Reserve DOJ	Rate DOJ	Rate Yourself	Choose _____	Choose _____	Choose _____	Verify Plan	Find Job Openings	Write A Resume	Relate to Others

1. In the upper left hand corner, you should write your school's name.
2. In the upper right hand corner, you should write the month of this report, such as April, 1977.
3. Using the student index cards, start at the beginning of the alphabet and look for only those students who have explored a section of ECES in the month of April. You can find out which students used ECES in April by checking the "DATE" column on the left hand side of the student index card.

4. On the first line under the "Student Name" column on the school monthly monitor report, enter that first April ECES student's name, such as ABERNATHY, MARY.
5. On the first line under the "Counselor" column on the school monthly monitor report, enter the April student's counselor. You can find this student's counselor by checking the bottom of his/her student index card.
6. Put a "check" or "number" in the appropriate box for the sections of the ECES Program which this student has explored.

Awareness - Put a "check" in this box if the student has completed Awareness in the month of April.

Search - Put a "check" in this box if the student has completed a Search in the month of April.

Occupation - If the student has explored either an occupation or a number of occupations in the month of April, enter how many were explored in this box.

Educational Program - If the student has explored one or more educational programs in the month of April, enter how many were explored in this box.

S & C Finder - Put a "check" in this box if the student has explored the School and College Finder (S & C Finder) section in the month of April.

Choosing A DOJ - Put a "check" in this box if the student has experienced Choosing A Day On The Job occupation in the month of April.

Letter Of Application - Put a "check" in this box if the student has written a Letter of Application in the month of April.

Interview - Put a "check" in this box if the student has completed the Interview section in the month of April.

Reserve DOJ - Enter how many Reservations for a Day On The Job were made in April.

Rate Your DOJ - Enter how many Days On The Job the student rated in the month of April.

Rate Yourself - Put a "check" in this box if the student has completed the self-rating section in the month of April.

ECES CRT and Computer Problem Log Procedures

To help solve CRT and computer problems quickly and have a record of problems, log the information on the ECES CRT & Computer Problem Log. This information will help you and the GISD staff diagnose and solve problems. Below is a sample log and instructions for completing your form.

ECES CRT & COMPUTER PROBLEM LOG

School District _____

Date Time	Problem	Student Number	Screen Number	CRT Lights	Action Taken	Did Your Action Correct the Problem?		Was GISD called?		If yes, Did They Correct?	
						yes	no	yes	no	yes	no
D 9/25/77 T 9:30 a.m.	Entered response & nothing happened	99000	E4CC392	System Available and input inhibited	Pressed RESET & SKIP key. Retyped response & pressed ENTER	✓			✓		
D _____ T _____											
D _____ T _____											
D _____ T _____											
D _____ T _____											
D _____ T _____											

WHEN did the problem occur?

Date/Time: Enter the date and time that the problem occurred. If you have a problem which reoccurs several times, the dates and times will be helpful to solving the problem.

WHY do you think there is a problem?

Problem: Very briefly state what the CRT terminal did.

WHO was using the terminal at the time the problem occurred?

Student Number: Enter the student number being used at the time the problem occurred. Sometimes a problem occurs in a student's record, and the student's number is needed to check the student's record.

WHERE In the ECES IV program did the problem occur?

Screen Number: Enter the number of the screen which was on the CRT at the time the problem occurred.

WHAT did the CRT lights show?

CRT Lights: Check the right side of the CRT screen and enter which lights were on when you discovered the problem.

HOW did you try to correct the problem?

Action Taken: Enter what you did to try to correct the problem. Remember to check the Computer Terminal Operations section of your Monitor Manual when a problem occurs.

WHAT was the outcome of your actions?

Did Your Action Correct the Problem? Check the appropriate box (Yes/No). If you were able to correct the problem, refer to your "Action Taken" if the same problem occurs again.

Was GISD called? Check the appropriate box (Yes/No).

If Yes, Did They Correct? If you called GISD, enter a check in the appropriate box (Yes/No).

When you attend Monitor Follow-Up meetings, you should bring your log with you to discuss problems and problem solving procedures with other monitors and your ECES staff.

EXPERIENCE WRITING A LETTER OF APPLICATION

Monitor Overview:

Having picked an occupation to visit, you will need to write a Letter of Application. This part of ECES helps you write your letter to show an employer that you are someone he/she would want to hire.

Checkpoint

S - T - D Activities

1 - Occupation

Show - The student the Experience Section of the Student Manual and the Letter Worksheet.

Tell - The student that he/she will write a letter of application for the job he/she has chosen to use for a Day On The Job experience.

Do - Have the student enter his/her occupation number which will be visited during his/her Day On The Job.

2 - High School Courses

Show - The student the High School Courses, recommended and taken, on the CRT screen.

Tell - The student that he/she should pick the courses which would prepare him/her for the chosen occupation.

Do - Have the student type the numbers of the courses which would prepare him/her for his/her chosen occupation.

3 - Skills

Show - The student the related course questions on the CRT.

Tell - The student that he/she should jot down the hours per day, the days per week, and the major skills learned for each related course to use when explaining what education and skills he/she has to do the job.

Do - Have the student enter the hours per week and days per week for each related course and the major skills learned in each.

4 - Grades

Show -

The student his/her Grade Point Average (GPA) and his/her related course grade on the CRT screen.

Tell -

The student that his/her grades tell the employer how good his/her skills are.

Do -

Have the student read the grade analysis information.

5 - Honors and Compliments

Show -

The student the honors and compliments information on the CRT screen.

Tell -

The student that honors and compliments earned during school activities show an employer you are a good student and likely to be a good employee.

Do -

Have the student enter any honors and compliments received.

6 - Attendance/
Dependability

Show -

The student the Attendance questions on the CRT.

Tell -

The student that good attendance will show an employer that he/she is dependable.

Do -

Have the student enter his/her answers to the attendance and dependability questions.

7 - Relationship With
Others

Show -

The student the questions about his/her relationship-with-others information on the CRT screen.

Tell -

The student that any activities which he/she has participated in other than class work will show how he/she gets along and/or can lead others.

Do -

Have the student enter any positions held as well as his/her behavior reports which show how he/she gets along with others.

8 - Address and Salutation

Show -

The student the address and salutation information on the CRT screen.

Tell -

The student that the address and salutation, or greeting, will be the first part of his/her letter.

Do -

Have the student enter the address and salutation for his/her Letter of Application.

9 - Goal Statement

- Show - The student the Goal Statement example on the microfiche.
- Tell - The student that the Goal Statement lets the employer know why he/she has written a letter.
- Do - Have the student enter his/her Goal Statement.

10 - Interview Request

- Show - The student the Interview Request example on the microfiche.
- Tell - The student that he/she will need to tell the employer when he/she is available for an interview and how he/she will follow up.
- Do - Have the student enter his/her interview request.

11 - Closing

- Show - The student the Closing example on the microfiche.
- Tell - The student that he/she should thank the employer for his/her time and consideration and sign the letter giving his/her address and phone number so that employer can contact him/her.
- Do - Have the student enter his/her closing.

12 - Letter of Application

- Show - The student his/her completed letter on the CRT screen.
- Tell - The student that he/she should rewrite the letter and check it over with his/her parents and counselor before sending it to the employer.
- Do - Have the student print his/her completed letter.

13 - Student Index Card

- Do - Enter the date and name of the employer to whom the student's letter is addressed on the SIC.

EXPERIENCE AN INTERVIEW

Monitor Overview:

To show an employer that you want the job and are the right person for the job, you will need to learn how to prepare for and act in an interview. This section of ECES will help you improve your skills in that area.

Checkpoint

S - T - D Activities

1 - Prepare

- Show - The student the grooming information on the Interview microfiche.
- Tell - The student that good grooming and being properly dressed are important when preparing for an interview.
- Do - Have the student pick the person best groomed for the job, enter his/her answer and read the good grooming information.

2 - Organize

- Show - The student the Interview Check List information on the microfiche.
- Tell - The student to think about the things he/she should take to an interview.
- Do - Have the student list what he/she would take to an interview, check his/her list with the list on the microfiche, enter the number right, and read the feedback information on the CRT screen.

3 - Pay Attention

- Show - The student the Paying Attention drawing on the microfiche.
- Tell - The student to pick the example which looks like the employee is paying the most attention.
- Do - Have the student enter his/her answer and read the feedback on the CRT screen.

4 - Answer Questions

- Show - The student the three rules of responding on the microfiche and the interview question on the CRT screen.

Tell - The student to read the three rules and use them to pick the best answer to the interview questions.

Do - Have the student enter his/her answer and read the feedback on the CRT screen.

5 - Student Index Card

Show - Write "completed" and the date on the SiC.

EXPERIENCE RESERVING YOUR DAY ON THE JOB

Monitor Overview:

To visit an occupation, you will need to reserve a "day" to visit your chosen occupation. Your reservation will hold that day open for you.

Checkpoint

S - T - D Activities

1 - Occupation

- Show - The student his/her Letter of Application and Decision Making Worksheet.
- Tell - The student that he/she should have explored his/her chosen occupation and given it a score of 66% or above before going on a Day On The Job experience.
- Do - Have the student enter the number of his/her chosen Day On The Job occupation.

2 - Reservation

- Show - The student the reservation information on the CRT screen.
- Tell - The student that he/she may reserve a Day On The Job experience for his/her chosen occupation if it is not already taken.
- Do - Have the student request a reservation.

3 - Availability

- Show - The student the Reservation feedback on the CRT screen.
- Tell - The student that if the occupation is taken, he/she may try another placement or try another occupation to find an open Day On The Job placement.
- Do - Have the student read the feedback information and write down the name of the employer, the contact person's name and the employer's phone number.

4 - Day On The Job

- Show - The student his/her Letter of Application, Interview Worksheet and Decision Making Worksheet.

EXPERIENCE RATING YOUR DAY ON THE JOB

Monitor Overview:

After your Day On The Job experience, you will return to the terminal for Chart 44, a review of the occupation. This review of your Values and your Day On The Job Occupation will help you decide if this is still the most favorable occupation for you.

Checkpoint

S - T - D Activities

- | | | |
|-------------------------|---------------|--|
| 1 - Chart 44 | <u>Show</u> - | The student the Chart 44 explanation on the CRT screen. |
| | <u>Tell</u> - | The student that in this part of ECES he/she will get a "Before and After" comparison to see where his/her feelings about the occupation may have changed. |
| | <u>Do</u> - | Have the student enter the number of his/her Day On The Job occupation. |
| 2 - Values | <u>Show</u> - | The Values list on the CRT screen. |
| | <u>Tell</u> - | The student that he/she will again rate his/her work and personal values to see how they may have changed since spending a Day On The Job. |
| | <u>Do</u> - | Have the student rate his/her work values and personal values. |
| 3 - Occupational Review | <u>Show</u> - | The student the Occupational Review information on the CRT screen. |
| | <u>Tell</u> - | The student that he/she will review his/her chosen occupation to see if it is still the most favorable one. |
| | <u>Do</u> - | Have the student complete exploration of his/her Day On The Job occupation. |

Checkpoint

4 - Chart 44 Comparison

Show -

The student the "Before and After" comparison information on the CRT screen.

Tell -

The student that the comparison information will show how his/her Day On The Job experience has influenced his/her feelings about occupational values and facts.

Do -

Have the student read and print his/her Chart 44 Comparison.

5 - Student Index Card

Do -

Enter the date, the before-and-after score %, and the occupation name and number on the SIC.

STUDENT INDEX CARD

To record a student's progress in ECES, it will be necessary for you to complete an index card for each student. By using the Student Index Card, you can easily make entries and quickly file it in its proper place. Entries should be very brief, and cards should be filed by the student's last name. The Monitor Procedures section of this manual outlines when to make entries and what information to include.

The following Student Index Card is a sample of a completed card.

PART II
MONITOR PROCEDURES

To The ECES IV Monitor:

What is an ECES IV Monitor? A monitor in ECES IV is a well-trained person who guides students through all the phases of ECES to help them find careers to pursue. The ECES Monitor Training Program, this manual and your trainer(s) will all help you become a successful ECES Monitor.

When you work with students, there are many things you can "do" to help your students progress through ECES with more ease and understanding. The easier and more understandable you make the ECES program for students--the more successful they will be.

This section of your manual is designed to provide you with a step-by-step method for guiding students through ECES. Each step of the program has "checkpoints," or stopping places, where you should give students some information or assistance. A "Show-tell-do" approach is given for each checkpoint to explain what you should "show" the student, "tell" the student, and have the student "do". Brief explanations or summaries in the form of Monitor Overviews are also given to help you tell students about the part of ECES he/she will see next. You may use these overviews word-for-word or change them into your own words, but the main thing to remember is that you will make your students more comfortable by explaining what is coming next.

Refer to your Monitor Procedures section often for review. At first, you may find that having it open and in front of you when working with a student gives you confidence. In a short time, you will be able to work with students with confidence and skill,, as your training staff will model during your first ECES experience.

Remember, your success as a monitor is measured by your students' successes in finding happy and successful careers.

Best wishes,

Your ECES IV Training Staff

ECES IV Monitor Overview

1. AWARENESS - COMPONENT II INCLUDES:
 - Chart 12 - Interests (Data-People-Things)
 - Chart 13 - Levels of Education
 - Chart 14 - Work Values
 - Chart 15 - Personal Values
 - Chart 16 - Learning Ability
 - Chart 17 - Orientation Game
 - Chart 18 - Decision Making Overview
2. SEARCH - Chart 20
3. EXPLORE - COMPONENT 30 INCLUDES:
 - ** Occupations
 - Chart 31 - Educational Programs Recommended for an Occupation
 - Chart 32 - High School Courses Required for an Occupation
 - Chart 33 - Mott Community College Courses Required for an Occupation
 - Chart 34 - Occupational Rating
 - Chart 35 - Occupational Ranking
 - ** Educational Programs
 - Chart 37 - Occupations Related to Educational Programs
 - Chart 38 - Educational Program Rating and Ranking
 - ** School and College Finder
 - Chart 39 - School and College Finder Chart
4. EXPERIENCE - INCLUDES:
 - Chart 40 - Choose a Day-On-The-Job
 - Chart 41 - Letter of Application
 - Chart 42 - Interview
 - Chart 43 - Schedule a Day-On-The-Job
 - Chart 44 - Rate Your Day-On-The-Job
 - Chart 45 - Self Assessment
5. PLAN - INCLUDES:
 - Chart 50 - Choose an Occupational Goal
 - Chart 51 - Choose an Educational Program
 - Chart 52 - Choose a Level of Education
 - Chart 53 - Choose a School or College
 - Chart 54 - Choose High School Courses
 - Chart 55 - Choose College Courses
 - Chart 56 - Make Personal Decisions
 - Chart 57 - Verify Career Plan

6. PLACEMENT -

COMPONENT 60 INCLUDES:

Chart 61 - Find Job Openings

Chart 62 - Write a Resume'

Chart 63 - How to Get Along with Your Boss and Co-Workers

OVERVIEW

Monitor Overview:

What is ECES and how can ECES help you decide what to do with your future? Your ECES Student Manual has the answers to those questions. Use your Manual often to help you and your parents understand your ECES experiences.

Checkpoint

S - T - D Activities

- | | |
|-------------------------------------|---|
| 1- ECES IV Overview | <u>Show</u> - The student the Student Manual.
<u>Tell</u> - The student how to use the Manual.
<u>Do</u> - Have the student read the "Overview" section of the Manual. |
| 2- Cathode Ray Tube (CRT) | <u>Show</u> - The student the CRT screen and keyboard units.
<u>Tell</u> - The student how each unit is used.
<u>Do</u> - Have the student sign on. |
| 3- Microfiche Viewer and Microfiche | <u>Show</u> - The student the viewer and microfiche.
<u>Tell</u> - Explain what the microfiche and viewer are used for and how to use them.
<u>Do</u> - Have the student place a fiche in the viewer, look at a frame and remove the fiche. |
| 4- Student Index Card | <u>Do</u> - Write the date, the student's name and identification number on a SIC. |

AWARENESS

Monitor Overview:

During Awareness, you will learn how to use ECES IV. You will also tell ECES about your interests, how much education you plan to complete, what your work values and personal values are, and what you feel your learning ability is. You must tell ECES about yourself, so ECES can help you find a career which fits you.

Checkpoint

S - T - D Activities

- | | |
|---|---|
| 1- Student Worksheets | <u>Show</u> - The student the Awareness Worksheet from the Student Manual.
<u>Tell</u> - The student that having completed the worksheets, he/she will enter the information into the computer.
<u>Do</u> - Have the student review his/her worksheets and place them near the CRT, in sequence, to use during Awareness. |
| 2- Chart 12 - Interests
(Refer to page of the Glossary.) | <u>Show</u> - The student the Occupational Chart and the Data, People, Things grouping of jobs.
<u>Tell</u> - The student that ECES groups jobs by what people work with, like data (information and ideas), people, things, or any combination of these.
<u>Do</u> - Have the student enter his/her interest ratings from his/her Interest Worksheet. |
| 3- Chart 13 - Educational Levels (Refer to page of the Glossary.) | <u>Show</u> - The student the Occupational Chart and the grouping of jobs by the levels of education recommended for each.
<u>Tell</u> - The student that Level 1 represents four or more years of college; Level 2 is junior or community college; Level 3 is vocational or technical school training, and Level 4 is a high school education.
<u>Do</u> - Have the student enter the highest level of education he/she plans to complete. |

Checkpoint

- 4- Chart 14 - Work Values
(Refer to page of
the Glossary.)

- 5- Chart 15 - Personal
Values (Refer to page
of the Glossary.)

- 6- Chart 16 - Learning
Ability (Refer to page
of the Glossary.)

- 7- Chart 17 - Orientation
Game (Refer to page
of the Glossary.)

- 8- Chart 18 - Decision
Making Overview (Refer
to page of the
Glossary.)

S - T - D Activities

- Show - The student the nine work values in the Student Manual and on the CRT.
- Tell - The student that he/she will rate these work values using a scale from 1 to 9.
- Do - Have the student enter his/her work value ratings from the Work Values Worksheet.
-
- Show - The student some suggested personal values from the Monitor Manual.
- Tell - The student that besides work values, he/she will choose and enter three personal values and rate those values on a scale from 1 to 9.
- Do - Have the student enter his/her personal values and value ratings from the Personal Values Worksheet.
-
- Show - The student the learning ability areas and definitions in the Student Manual.
- Tell - The student that he/she will have to rate his/her learning ability on a scale from 1 to 9, as compared to other students in the same grade.
- Do - Have the student enter his/her learning ability ratings using the Learning Ability Worksheet.
-
- Show - The student the Occupational Chart and the game's instructions and scoreboard on the CRT screen.
- Tell - The student that this is a game to see how well he/she understands how jobs are grouped in ECES, and explain that he/she will need to get five right answers to proceed.
- Do - Have the student enter his/her answers and keep track of his/her score.
-
- Show - The student the Decision-Making Worksheet in the Student Manual.
- Tell - The student that the Decision-Making Overview will help him/her understand more about how to make a decision in ECES and in all parts of his/her life.
- Do - Have the student complete the Decision-Making Overview microfiche and Worksheet.

Checkpoint

S - T - D Activities

9- Student Index Card

Do - Write the date the student completed the Awareness on the SIC.

ECES IV
Student Manual Supplement

Every ECES occupation requires a worker to function in relation to Data, People, and Things in varying degrees. To assist monitors in understanding these concepts, the following definitions are given:

DATA

"Information, knowledge, and conceptions related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; not capable of being touched; written data take the form of numbers, words, and symbols. Other data are ideas, concepts, oral verbalization".

PEOPLE

"Human beings, also animals dealt with on an individual basis as if they were human".

THINGS

"Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products". For purposes of definition, "A thing is tangible and has shape, form and other physical characteristics".

Definitions taken from
Dictionary of Occupational Titles,
1965, Vol. II, U.S. Dept. of Labor

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ECES IV Monitor Training
Student Manual Supplement - "Search"

The following student manual supplement is designed to be used with the ACTIVITIES component of ECES IV "Search".

Use This
CODE



To Locate ECES Occupations
with these primary
ACTIVITIES

- 1 Obtaining, producing or cultivating raw materials, plants, products or animals on or below the earth's surface; normally outdoor work.
- 2 Loading, moving or transporting solid, liquid, or gaseous materials; or people by hand and/or machine power.
- 3 Producing-distributing heat, power or conditioned air; cleaning, adjusting, and maintaining machinery, buildings, rooms, etc.
- 4 Filling, packing, wrapping, installing, distributing or storing materials and products.
- 5 Working with machines and hand tools to cut and shape wood, metal, plastics, etc.; joining, mending, or fastening materials; fitting, and adjusting parts.
- 6 Assembling various materials or products by assembly line or bench methods; bending, cutting or joining materials by welding and soldering.
- 7 Working with brick, cement, mortar, stone, lumber, paint and other construction materials to build and repair structures.
- 8 Fabricating, installing and repairing of electrical, electronic or mechanical equipment or parts of equipment.
- 9 Processing fluid, solid or gaseous materials, heat conditioning and shaping of metals and ceramics; working with food and food products.
- 10 Helping coordinate and develop engineering, scientific, and technical programs, activities, and projects.
- 11 Engaging or directing others in printing activities, transferring letters, designs, etc. onto paper by use of ink and pressure; operating cameras.
- 12 Evaluating or estimating the quality, quantity or value of things or data; developing new products.

- 13 Receiving, storing, issuing, shipping, and accounting for stores of materials; preparing and maintaining numerical and typewritten records (activities involving accounting-recording).
- 14 Plotting, tracing or drawing diagrams and other graphic design or production information.
- 15 Exploring fundamental areas of knowledge and conducting research in the social and physical sciences.
- 16 Creative and scientific writing, reporting, painting, sculpturing, composing, acting; creative activities involving the fine arts.
- 17 Dealing with people to gather or give out information of a business, industrial or legal nature.
- 18 Compiling written and spoken information - providing the same to others by voice, written statements and electronic equipment.
- 19 Protecting life and property against loss; maintaining peace and order; helping heal and care for people with physical, mental or personal problems; working with animals.
- 20 Managing, organizing and coordinating the functions of a unit, department or branch of an organization or establishment.
- 21 Teaching or instructing others in obtaining vocational, mental, physical or social skills.
- 22 Merchandising, buying, selling, renting and demonstrating materials, land, products or services in retail and wholesale trade; creating and producing advertising.
- 23 Providing specialized personal convenience and/or physical service activities to people.

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SEARCH

Monitor Overview:

The goal of Search is to provide a workable number of occupations for student exploration based on defined priorities. These six priorities, or requests, may be utilized in various combinations. As each request is made, a delimiting process results in a final listing of 12 or less occupations for potential review. It should be emphasized that a student can use Search an unlimited number of times.

Checkpoint

S - T - D Activities

- 1- Search Requests
(Refer to the Appendix.)

Show -

The student the six requests in the Student Manual. Amplify the nature of these requests by using the informal descriptions below.

Tell -

The student that the Interest Test Scores are his/her OVIS Test Scores; Interests are job factors he/she may want to work with; Educational Level refers to the amount of education he/she plans to complete; High School Courses denotes favorite areas of study; Salary reflects a beginning rate of pay in a job; and Activities gives a generalized listing of tasks common to groups of occupations.

Do -

Have the student note one of these requests on a piece of paper as a starting point. You may want to give him/her time to decide upon a second and third request. (Either OVIS Test Scores or Interests may be used in a particular Search sequence. Once one is chosen, the other does not appear as a subsequent option.)

- 2- Chart 20 - Search
(Refer to the Appendix.)

Show -

The student the six requests as shown on the CRT Screen and the Chart of Occupations.

Checkpoint

S - T - D Activities

3- Student Index Card

- Tell - The student that he/she may make as many requests as needed to find occupations to explore. Explain the occupations suggested via Search are a result of his/her requests.
- Do - Have the student utilize Search to obtain a list of suggested occupations.
- Do - Write the date of the student's Search and the names and numbers of suggested occupations on the Student Index Card.

EXPLORING OCCUPATIONS

Monitor Overview:

When you explore an occupation, you will learn the important facts about the occupation, like what you would do, how much you would earn, and how to prepare yourself for that occupation. At each step, you will tell ECES how well you like what you see. At the end of each occupation, you will get a chart showing how well that job fits you. ECES will also keep track of your best-liked occupations for you.

Checkpoint

S - T - D Activities

- | | |
|--|---|
| 1- Occupation | <p><u>Show</u> - The student the Occupational Chart.</p> <p><u>Tell</u> - The student that the 4-digit numbers given by the occupation names are used by the computer to find the occupation being explored and by the student to identify his/her occupation when on ECES.</p> <p><u>Do</u> - Have the student call for an occupation to explore.</p> |
| 2- Five-Point Scale
(Refer to page of the
Glossary.) | <p><u>Show</u> - The student the Five-Point Scale on the CRT screen.</p> <p><u>Tell</u> - The student that he/she will tell ECES how he/she likes each piece of information using the Five-Point Scale, with "5" being very favorable and "1" being very unfavorable.</p> <p><u>Do</u> - Have the student read the information and enter his/her 5-point rating.</p> |
| 3- Work Sample | <p><u>Show</u> - The student the first work sample on the microfiche viewer.</p> <p><u>Tell</u> - The student that work samples are multiple choice questions about problems he/she would face in an occupation. Explain that he/she should read the sample carefully and pick what he/she believes to be the best choice. Tell the student that he/she is not graded on correct or incorrect answers.</p> <p><u>Do</u> - Have the student read the work sample and enter a response.</p> |
| 4- Chart 31 (Refer to page
of the Glossary.) | <p><u>Show</u> - The student his/her Chart 31 on the CRT screen.</p> |

Checkpoint

S --T - D Activities

- Tell -** The student that Chart 31 gives him/her the educational programs which are recommended to prepare for an occupation.
- Do -** Have the student read the information and print the chart for use with Exploring Educational Programs.
- 5a- Chart 32 (Refer to page of the Glossary.)
(High School Students Only)
- Show -** The student the Chart 32 on the CRT screen.
- Tell -** The student that Chart 32 gives the high school courses which he/she should take to prepare for an occupation.
- Do -** Have the student read the information and print the chart.
- 5b- Chart 33 (Refer to page of the Glossary.)
(Mott College Students Only)
- Show -** The student the Chart 33 on the CRT screen.
- Tell -** The student that Chart 33 gives the Mott Community College courses which he/she will need to take to prepare for an occupation.
- Do -** Have the student read the information and print the chart.
- 6- Chart 34 (Refer to page
- Show -** The student the Chart 34 on the CRT screen and the Explanation of Chart 34 in his/her Student Manual.
- Tell -** The student that Chart 34 compares the things he/she said about him/herself with what he/she said about the occupation to give him/her an occupational score. Explain that the occupational score is then compared to an ideal score to see how favorable that occupation is in terms of his/her values. From the Student Manual, review with the student the explanations of the terms used in Chart 34.
- Do -** Have the student read the Chart 34 explanation in the Student Manual, the Chart 34 information on the CRT screen, and print his/her Chart 34.
- 7- Chart 35 (Refer to page of the Glossary.)
- Show -** The student the Chart 35 on the CRT screen.
- Tell -** The student that Chart 35 gives him/her a list of the occupations which he/she liked most.

Checkpoint

8- Student Index Card

S - T - D Activities

- Do - Have the student read his/her occupational ranking and print the chart.
- Do - Write the date, occupational score in percent, the occupation name, and the occupation number on the SIC.

EXPLORING EDUCATIONAL PROGRAMS

Monitor Overview:

In ECES, an educational program is a field of study or major taken after high school to prepare you for your chosen career. While exploring an educational program, you will learn what courses the program requires, what courses the program recommends, and what it is like to study that program. At each step, you will again tell ECES how well you like what you see. At the end, you will get a chart showing how well that program fits your requirements, and ECES will keep track of the programs you liked best.

Checkpoint

S - T - D Activities

- | | |
|---|---|
| 1- Educational Program
(Major) | <u>Show</u> - The student the Educational Programs Chart and his/her Chart 31, if he/she has explored a favorable occupation.
<u>Tell</u> - The student that the numbers given by the name of the educational program are used to identify that program in ECES.
<u>Do</u> - Have the student call for an educational program to explore. |
| 2. Educational Sample
(Refer to page of the Glossary.) | <u>Show</u> - The student the educational sample on the microfiche.
<u>Tell</u> - The student that educational samples are multiple choice questions about that program of study. Explain that he/she should read the sample carefully and pick what he/she feels is the best choice. Let him/her know that he/she is not graded on the answers.
<u>Do</u> - Have the student read the educational sample and enter a response. |
| 3- Required Courses
(Refer to page of the Glossary.) | <u>Show</u> - The student the list of required courses on the microfiche viewer.
<u>Tell</u> - The student that the list of required courses are courses which must be taken in an educational program to complete the program. Explain how to receive a description of each course.
<u>Do</u> - Have the student select a course, receive the description and read it. |
| 4- Recommended Courses | <u>Show</u> - The student the list of recommended |

CheckpointS - T - D Activities

- (Refer to page of the Glossary.)
- 5- Chart 37 (Refer to page of the Glossary.)
- 6- Chart 38 (Refer to page of the Glossary.)
- 7- Student Index Card
- Tell - courses on the microfiche viewer. The student that recommended courses which are not required to complete an educational program, but are helpful. Explain how to review the course descriptions.
- Do - Have the student select a course, receive the description and read it.
- Show - The student the Chart 37 on the CRT screen.
- Tell - The student that Chart 37 gives the occupations which an educational program will prepare him/her to enter.
- Do - Have the student read the information and print the chart.
- Show - The student the Chart 38 on the CRT screen and the explanation of terms on page of the Student Manual.
- Tell - The student that Chart 38 gives him/her feedback on how well that educational program meets his/her requirements. His/her score is compared to an ideal score to see how close it comes to the ideal. ECES will keep track of the best liked educational programs for his/her review at anytime. Review with the student the explanation of terms in the Student Manual.
- Do - Have the student read the explanation of terms in the Student Manual (page), read the Chart 38 information, and print his/her Chart 38.
- Do - Write the date, the educational program (major), score percent, the educational program name and the program number on the SIC.

EXPLORING EDUCATIONAL PROGRAMS

Monitor Overview:

In ECES, an educational program is a field of study or major taken after high school to prepare you for your chosen career. While exploring an educational program, you will learn what courses the program requires, what courses the program recommends, and what it is like to study that program. At each step, you will again tell ECES how well that program fits your requirements, and ECES will keep track of the programs you liked best. (See page 18 in Student Manual).

Checkpoint

S - T - D Activities

- | | | |
|-----------------------------------|--------------|--|
| 1. Educational Program
(Major) | <u>Show-</u> | The student the Educational programs Chart and his/her Chart 31, if he/she has explored a favorable occupation. |
| | <u>Tell-</u> | The student that the numbers given by the name of the educational program are used to identify that program in ECES. |
| | <u>Do-</u> | Using the educational program worksheet, have the student select one of the programs he/she wants to explore and enter the 5-digit number. |
| 2. Educational Sample | <u>Show-</u> | The student the educational sample on the microfiche. |
| | <u>Tell-</u> | The student that the educational samples are multiple choice questions about that program of study. Explain that he/she should read the sample carefully and pick what he/she feels is the best choice. Let him/her know that he/she is not graded on the answers. |
| | <u>Do-</u> | Have the student read the educational sample and enter a response. |
| 3. Required Courses | <u>Show-</u> | The student the list of required courses on the microfiche viewer. |
| | <u>Tell-</u> | The student that the list of required courses are courses which must be taken in an educational program to complete the program. Explain how to receive a description of each course. |

Checkpoint

S - T - D Activities

- | | | | |
|----|------------------------------|--------------|--|
| 3. | Required Courses
(Cont'd) | <u>Do-</u> | Have the student select a course, receive the description and read it. |
| 4. | Recommended Courses | <u>Show-</u> | The student the list of recommended courses on the microfiche viewer. |
| | | <u>Tell-</u> | The student that recommended courses are not required to complete an educational program, but are helpful. Explain how to review the course descriptions. |
| | | <u>Do-</u> | Have the student select a course, receive the description and read it. |
| 5. | Chart 37 | <u>Show-</u> | The student the Chart 37 on the CRT screen. |
| | | <u>Tell-</u> | The student that Chart 37 gives the occupations which an educational program will prepare him/her to enter. |
| | | <u>Do-</u> | Have the student read the information and 'print' the chart. |
| 6. | Chart 38 | <u>Show-</u> | The student the Chart 38 on the CRT screen. |
| | | <u>Tell-</u> | The student that Chart 38 gives him/her feedback on how well that educational program meets his/her requirements. His/her score is compared to an ideal score to see how close it comes to the ideal. ECES will keep track of the best liked educational programs for his/her review at anytime. |
| | | <u>Do-</u> | Have the student read the explanation of terms in the Student Manual (page 18), read the Chart 38 information, and 'print' his/her Chart 38. |
| 7. | Student Index Card | <u>Do-</u> | Write the date, the educational program (major), score percent, the educational program name and the program number on the SIC. |

EXPLORING SCHOOL & COLLEGE FINDER

Monitor Overview:

When you explore schools and colleges, you tell ECES what is important to you about the school or college you plan to attend. You may make several requests, including the location, type, educational program, cost and size of school you want. ECES will give you information about different schools and colleges to help you find the one which meets your requirements.

Checkpoint

S - T - D Activities

1. School & College Finder

- Show- The student the School & College Finder section of the Student Manual. (pages 45-55.)
- Tell- The student to read the S & C Finder instructions and find the codes for the educational programs which he/she plans to use.
- Do- Have the student read the S & C Finder instructions and write the educational program codes being used in S & C Finder on his/her School & College Finder Worksheet.

2. Requests

- Show- The student the S & C Finder section in the Student Manual and the list of requests on the CRT screen.
- Tell- The student that he/she will need to make at least 3 requests. Explain that he/she can use the S & C Finder section to find the code numbers for each request.
- Do- Have the student enter his/her requirement codes and get a list of schools.

3. Chart 39

- Show- The student the list of schools and the areas of school information available on the CRT screen.
- Tell- The student that Chart 39 gives him/her up to six kinds of information on each school he/she explores.
- Do- Have the student explore a school and all the areas of information and 'print' his/her Chart 39 and each the information screens.

Checkpoint

4. Student Index Card

S - T - D Activities

Do-

Write the name and number of the educational program for which school information is requested.

DECISION - MAKING

Monitor Overview:

Now that you have found an occupation which meets many of your requirements and spent a Day On The Job, you can get a Career Plan. Your plan will show you what you should do to reach that goal. In this part of Plan, you can make decisions about your chosen job, educational level, educational program, college or school, high school courses, college courses, or a personal decision.

Checkpoint

S - T - D Activities

1 - Chart

- Show - The student the list of charts in Career Plan on the CRT screen.
- Tell - The student that he/she should make a decision in any of the areas shown where he/she is still not sure.
- Do - Have the student request the chart or charts of his/her choice.

2 - Choice

- Show - The student the Decision Making Worksheet.
- Tell - The student that he/she will need to have two choices to use when making a decision. Explain that he/she should think about the area in which he/she is still not sure and pick two possible ways to reach the goal, such as two occupations, two educational programs or two personal things.
- Do - Have the student write his/her choices on the worksheet and enter them into the computer.

3 - Values

- Show - The student the list of Personal Values and the values example on the microfiche.
- Tell - The student to think about what is important to him/her. Explain that values are his/her "reasons" for choosing one thing over another.
- Do - Have the student write his/her values on the worksheet and enter them into the computer.

Weights

- Show - The student the Value Weight Scale on the microfiche.
- Tell - The student that he/she will rate each of the values on a scale from "1" to "9", with 9 being most important and 1 being least important.
- Do - Have the student write his/her value weights on the worksheet and enter them into the computer.

5 - Rating Scale

- Show - The student the Rating Scale on the microfiche.
- Tell - The student that he/she will compare each choice with each value using signs from "++" to "--", with "++" being very favorable and "--" being very unfavorable.
- Do - Have the student write his/her rating sign for each choice as compared to each value on the worksheet and enter them into the computer.

6 - Decision Table

- Show - The student the Decision Table on the microfiche and on the CRT screen.
- Tell - The student that this table will give him/her a total score for each choice by multiplying each weight by the number value of each sign and adding the columns.
- Do - Have the student figure his/her total scores on the Decision Making Worksheet and check them with the scores on the CRT screen.

7 - Ideal Score

- Show - The student the Ideal Score information on the microfiche and CRT screen.
- Tell - The student that a score is "Ideal" when each value is rated most favorable or "++". The Ideal Score is figured by multiplying the total of the weights by 2 (++) .
- Do - Have the student figure the Ideal Score on his/her worksheet and check it with the Ideal Score on the CRT screen.

Checkpoint

8 - Ideal Comparison

Show -

The student the Ideal Comparison on the microfiche and CRT screen.

Tell -

The student that he/she can compare his/her higher score with the Ideal Score by dividing the higher score by the Ideal Score to get a score percent.

Do -

Have the student figure his/her score percent for the more favorable choice on the worksheet and check it with the score percent on the CRT screen.

9 - Decision Analysis

Show -

The student the Decision Analysis on the CRT screen.

Tell -

The student that this information explains what the score percent means to him/her.

Do -

Have the student read the Decision Analysis and print it.

10 - Student Index Card

Do -

Enter the date, the score $\frac{1}{2}$, and the most favorable choice on the SIC.

EXPERIENCE CHOOSING A DAY ON THE JOB

Monitor Overview:

To go for a Day-On-The-Job experience, you must first choose what job you want to visit. This part of ECES will help you decide on a job that meets many of your requirements.

Checkpoint

S - T - D Activities

1 - Chart 40

- Show - The student the Experience section of the Student Manual and the Decision Making microfiche.
- Tell - The student that there are several steps he/she must take to choose a Day-On-The-Job and that the Decision Making microfiche will help him/her make the best choice.
- Do - Have the student read the Experience Section of the Student Manual and call for Chart 40 on the CRT.

2 - Occupational Alternatives

- Show - The student the Occupational Chart and the Decision Making microfiche.
- Tell - The student that he/she will need to find two (2) favorable occupations from which he/she can choose a job to visit. Suggest two from previously explored occupations having a score of 66% or above.
- Do - Have the student write two occupations on his/her worksheet and enter the names of those occupations into the computer.

3 - Values

- Show - The student the Personal Values list in the Monitor Manual and the values list on the microfiche.
- Tell - The student to think about things which are important to him/her. Explain that these values will be his/her "reasons" for choosing a job.
- Do - Have the student list 3 to 5 values on his/her worksheet, using the Personal Values list and the microfiche information and enter them into the computer.

4 - Weights

- Show - The student the Value Weight Scale on the microfiche.
- Tell - The student that he/she will rate each of his/her values using a scale from 1 to 9, with 9 being most important and 1 being least important.
- Do - Have the student write his/her value weights on the worksheet and enter them into the computer.

5 - Rating Scale

- Show - The student the Rating Scale on the microfiche.
- Tell - The student that he/she will rate each occupation with each value using signs from "++" to "--" with ++ being very favorable and -- being very unfavorable.
- Do - Have the student write his/her rating of each occupation as compared to each value on his/her worksheet and enter them into the computer.

6 - Decision Table

- Show - The student the Decision Table on the microfiche and on the CRT screen.
- Tell - The student that the Decision Table gives him/her a total score for each occupation by multiplying each weight by the number value of each sign and adding the columns.
- Do - Have the student figure his/her total scores on the Decision Making Worksheet and check them with the scores on the CRT screen.

7 - Ideal Score

- Show - The student the Ideal Score information on the microfiche and CRT screen.
- Tell - The student that a score is "ideal" when each value is rated most favorable or ++. The Ideal Score is figured by multiplying the total of the weights by 2 (++) .
- Do - Have the student figure the Ideal Score on his/her Decision Making Worksheet and check it with the Ideal Score on the CRT.

8 - Ideal Comparison

Show -

The student that Ideal Comparison on the microfiche and CRT screen.

Tell -

The student that he/she should compare his/her higher score with the Ideal Score by dividing the higher job score by the Ideal Score to get a score percent.

Do -

Have the student figure his/her score percent for the more favorable occupation on the Decision Making Worksheet and check it with the percent score on the CRT screen.

9 - Decision Making Analysis

Show -

The student the Decision Making analysis information on the CRT screen.

Tell -

The student that this information explains what the score percent means to him/her.

Do -

Have the student read the information and print it.

10 - Student Index Card

Do -

Enter the date, score %, occupation name and occupation number on the SIC.

SCHOOL MONTHLY MONITOR REPORTS

At the end of each month, the ECES Monitor must fill out and complete a "School Monthly Monitor Report". This completed report must then be mailed to:

ECES Project Coordinator
Genesee Intermediate School District
2413 West Maple Avenue
Flint, MI 48507

A sample "School Monthly Monitor Report" is explained below:

ECES IV

SCHOOL MONTHLY MONITOR REPORT

SCHOOL _____		MONTH _____																	
<u>Student Name</u>	<u>Counselor</u>	Awareness	Search	Explore Occupations	Explore Educational Programs	Explore S & C Finder	Experience Choosing DOJ	Letter of Application	Interview	Reserve DOJ	Rate DOJ	Rate Yourself	Choose _____	Choose _____	Choose _____	Verify Plan _____	Find Job Openings	Write A Resume	Relate to Others

1. In the upper left hand corner, you should write your school's name.
2. In the upper right hand corner, you should write the month of this report, such as April, 1977.
3. Using the student index cards, start at the beginning of the alphabet and look for only those students who have explored a section of ECES in the month of April. You can find out which students used ECES in April by checking the "DATE" column on the left hand side of the student index card.

4. On the first line under the "Student Name" column on the school monthly monitor report, enter that first April ECES student's name, such as ABERNATHY, MARY.
5. On the first line under the "Counselor" column on the school monthly monitor report, enter the April student's counselor. You can find this student's counselor by checking the bottom of his/her student index card.
6. Put a "check" or "number" in the appropriate box for the sections of the ECES Program which this student has explored.

Awareness - Put a "check" in this box if the student has completed Awareness in the month of April.

Search - Put a "check" in this box if the student has completed a Search in the month of April.

Occupation - If the student has explored either an occupation or a number of occupations in the month of April, enter how many were explored in this box.

Educational Program - If the student has explored one or more educational programs in the month of April, enter how many were explored in this box.

S & C Finder - Put a "check" in this box if the student has explored the School and College Finder (S & C Finder) section in the month of April.

Choosing A DOJ - Put a "check" in this box if the student has experienced Choosing A Day On The Job occupation in the month of April.

Letter Of Application - Put a "check" in this box if the student has written a Letter of Application in the month of April.

Interview - Put a "check" in this box if the student has completed the Interview section in the month of April.

Reserve DOJ - Enter how many Reservations for a Day On The Job were made in April.

Rate Your DOJ - Enter how many Days On The Job the student rated in the month of April.

Rate Yourself - Put a "check" in this box if the student has completed the self-rating section in the month of April.

ECES CRT and Computer Problem Log Procedures

To help solve CRT and computer problems quickly and have a record of problems, log the information on the ECES CRT & Computer Problem Log. This information will help you and the GISD staff diagnose and solve problems. Below is a sample log and instructions for completing your form.

ECES CRT & COMPUTER PROBLEM LOG

School District _____

Date Time	Problem	Student Number	Screen Number	CRT Lights	Action Taken	Did Your Action Correct the Problem?		Was GISD called?		If yes, Did They Correct?	
						yes	no	yes	no	yes	no
D 9/25/77 T 9:30 a.m.	Entered response & nothing happened	99000	E4CC392	System Available and Input Inhibited	Pressed RESET & SKIP key. Retyped response & pressed ENTER	✓			✓		
D _____ T _____											
D _____ T _____											
D _____ T _____											
D _____ T _____											
D _____ T _____											

WHEN did the problem occur?

Date/Time: Enter the date and time that the problem occurred. If you have a problem which reoccurs several times, the dates and times will be helpful to solving the problem.

WHY do you think there is a problem?

Problem: Very briefly state what the CRT terminal did.

WHO was using the terminal at the time the problem occurred?

Student Number: Enter the student number being used at the time the problem occurred. Sometimes a problem occurs in a student's record, and the student's number is needed to check the student's record.

WHERE In the ECES IV program did the problem occur?

Screen Number: Enter the number of the screen which was on the CRT at the time the problem occurred.

WHAT did the CRT lights show?

CRT Lights: Check the right side of the CRT screen and enter which lights were on when you discovered the problem.

HOW did you try to correct the problem?

Action Taken: Enter what you did to try to correct the problem. Remember to check the Computer Terminal Operations section of your Monitor Manual when a problem occurs.

WHAT was the outcome of your actions?

Did Your Action Correct the Problem? Check the appropriate box (Yes/No). If you were able to correct the problem, refer to your "Action Taken" if the same problem occurs again.

Was GISD called? Check the appropriate box (Yes/No).

If Yes, Did They Correct? If you called GISD, enter a check in the appropriate box (Yes/No).

When you attend Monitor Follow-Up meetings, you should bring your log with you to discuss problems and problem solving procedures with other monitors and your ECES staff.

EXPERIENCE WRITING A LETTER OF APPLICATION

Monitor Overview:

Having picked an occupation to visit, you will need to write a Letter of Application. This part of ECES helps you write your letter to show an employer that you are someone he/she would want to hire.

Checkpoint

S - T - D Activities

1 - Occupation

Show - The student the Experience Section of the Student Manual and the Letter Worksheet.

Tell - The student that he/she will write a letter of application for the job he/she has chosen to use for a Day On The Job experience.

Do - Have the student enter his/her occupation number which will be visited during his/her Day On The Job.

2 - High School Courses

Show - The student the High School Courses, recommended and taken, on the CRT screen.

Tell - The student that he/she should pick the courses which would prepare him/her for the chosen occupation.

Do - Have the student type the numbers of the courses which would prepare him/her for his/her chosen occupation.

3 - Skills

Show - The student the related course questions on the CRT.

Tell - The student that he/she should jot down the hours per day, the days per week, and the major skills learned for each related course to use when explaining what education and skills he/she has to do the job.

Do - Have the student enter the hours per week and days per week for each related course and the major skills learned in each.

4 - Grades

Show -

The student his/her Grade Point Average (GPA) and his/her related course grade on the CRT screen.

Tell -

The student that his/her grades tell the employer how good his/her skills are.

Do -

Have the student read the grade analysis information.

5 - Honors and Compliments

Show -

The student the honors and compliments information on the CRT screen.

Tell -

The student that honors and compliments earned during school activities show an employer you are a good student and likely to be a good employee.

Do -

Have the student enter any honors and compliments received.

6 - Attendance/
Dependability

Show -

The student the Attendance questions on the CRT.

Tell -

The student that good attendance will show an employer that he/she is dependable.

Do -

Have the student enter his/her answers to the attendance and dependability questions.

7 - Relationship With
Others

Show -

The student the questions about his/her relationship-with-others information on the CRT screen.

Tell -

The student that any activities which he/she has participated in other than class work will show how he/she gets along and/or can lead others.

Do -

Have the student enter any positions held as well as his/her behavior reports which show how he/she gets along with others.

8 - Address and Salutation

Show -

The student the address and salutation information on the CRT screen.

Tell -

The student that the address and salutation, or greeting, will be the first part of his/her letter.

Do -

Have the student enter the address and salutation for his/her Letter of Application.

9 - Goal Statement

- Show - The student the Goal Statement example on the microfiche.
- Tell - The student that the Goal Statement lets the employer know why he/she has written a letter.
- Do - Have the student enter his/her Goal Statement.

10 - Interview Request

- Show - The student the Interview Request example on the microfiche.
- Tell - The student that he/she will need to tell the employer when he/she is available for an interview and how he/she will follow up.
- Do - Have the student enter his/her interview request.

11 - Closing

- Show - The student the Closing example on the microfiche.
- Tell - The student that he/she should thank the employer for his/her time and consideration and sign the letter giving his/her address and phone number so that employer can contact him/her.
- Do - Have the student enter his/her closing.

12 - Letter of Application

- Show - The student his/her completed letter on the CRT screen.
- Tell - The student that he/she should rewrite the letter and check it over with his/her parents and counselor before sending it to the employer.
- Do - Have the student print his/her completed letter.

13 - Student Index Card

- Do - Enter the date and name of the employer to whom the student's letter is addressed on the SIC.

EXPERIENCE AN INTERVIEW

Monitor Overview:

To show an employer that you want the job and are the right person for the job, you will need to learn how to prepare for and act in an interview. This section of ECES will help you improve your skills in that area.

Checkpoint

S - T - D Activities

- | | | |
|----------------------|---------------|--|
| 1 - Prepare | <u>Show</u> - | The student the grooming information on the interview microfiche. |
| | <u>Tell</u> - | The student that good grooming and being properly dressed are important when preparing for an interview. |
| | <u>Do</u> - | Have the student pick the person best groomed for the job, enter his/her answer and read the good grooming information. |
| 2 - Organize | <u>Show</u> - | The student the Interview Check List information on the microfiche. |
| | <u>Tell</u> - | The student to think about the things he/she should take to an interview. |
| | <u>Do</u> - | Have the student list what he/she would take to an interview, check his/her list with the list on the microfiche, enter the number right, and read the feedback information on the CRT screen. |
| 3 - Pay Attention | <u>Show</u> - | The student the Paying Attention drawing on the microfiche. |
| | <u>Tell</u> - | The student to pick the example which looks like the employee is paying the most attention. |
| | <u>Do</u> - | Have the student enter his/her answer and read the feedback on the CRT screen. |
| 4 - Answer Questions | <u>Show</u> - | The student the three rules of responding on the microfiche and the interview question on the CRT screen. |

Tell -

The student to read the three rules and use them to pick the best answer to the interview questions.

Do -

Have the student enter his/her answer and read the feedback on the CRT screen.

Show -

Write "completed" and the date on the SIC.

5 - Student Index Card

EXPERIENCE RESERVING YOUR DAY ON THE JOB

Monitor Overview:

To visit an occupation, you will need to reserve a "day" to visit your chosen occupation. Your reservation will hold that day open for you.

Checkpoint

S - T - D Activities

1 - Occupation

- Show - The student his/her Letter of Application and Decision Making Worksheet.
- Tell - The student that he/she should have explored his/her chosen occupation and given it a score of 66% or above before going on a Day On The Job experience.
- Do - Have the student enter the number of his/her chosen Day On The Job occupation.

2 - Reservation

- Show - The student the reservation information on the CRT screen.
- Tell - The student that he/she may reserve a Day On The Job experience for his/her chosen occupation if it is not already taken.
- Do - Have the student request a reservation.

3 - Availability

- Show - The student the Reservation feedback on the CRT screen.
- Tell - The student that if the occupation is taken, he/she may try another placement or try another occupation to find an open Day On The Job placement.
- Do - Have the student read the feedback information and write down the name of the employer, the contact person's name and the employer's phone number.

4 - Day On The Job

- Show - The student his/her Letter of Application, Interview Worksheet and Decision Making Worksheet.

EXPERIENCE RATING YOUR DAY ON THE JOB

Monitor Overview:

After your Day On The Job experience, you will return to the terminal for Chart 44, a review of the occupation. This review of your Values and your Day On The Job Occupation will help you decide if this is still the most favorable occupation for you.

Checkpoint

S - T - D Activities

1 - Chart 44

- Show - The student the Chart 44 explanation on the CRT screen.
- Tell - The student that in this part of ECES he/she will get a "Before and After" comparison to see where his/her feelings about the occupation may have changed.
- Do - Have the student enter the number of his/her Day On The Job occupation.

2 - Values

- Show - The Values list on the CRT screen.
- Tell - The student that he/she will again rate his/her work and personal values to see how they may have changed since spending a Day On The Job.
- Do - Have the student rate his/her work values and personal values.

3 - Occupational Review

- Show - The student the Occupational Review information on the CRT screen.
- Tell - The student that he/she will review his/her chosen occupation to see if it is still the most favorable one.
- Do - Have the student complete exploration of his/her Day On The Job occupation.

Checkpoint

4 - Chart 44 Comparison

Show -

The student the "Before and After" comparison information on the CRT screen.

Tell -

The student that the comparison information will show how his/her Day On The Job experience has influenced his/her feelings about occupational values and facts.

Do -

Have the student read and print his/her Chart 44 Comparison.

5 - Student Index Card

Do -

Enter the date, the before-and-after score %, and the occupation name and number on the SIC.

STUDENT INDEX CARD

To record a student's progress in ECES, it will be necessary for you to complete an index card for each student. By using the Student Index Card, you can easily make entries and quickly file it in its proper place. Entries should be very brief, and cards should be filed by the student's last name. The Monitor Procedures section of this manual outlines when to make entries and what information to include.

The following Student Index Card is a sample of a completed card.

GENESEE INTERMEDIATE SCHOOL DISTRICT
Vocational Education and Career Development Services
2413 West Maple Avenue
Flint, Michigan 48507

Mastery Test of ECES IV

Content & Procedures

Form B

Name _____

School _____

Circle One

F -- Full Time Monitor

C -- Co-op Monitor

S -- Student Monitor

Monitors responsible for helping students through ECES, Version IV should have competent knowledge of occupations, terms related to occupations and methods used to classify occupations.

Why is this important? Two reasons are evident, knowledge on this area will better prepare you to help students, answer questions and suggest occupations for exploration; it could also help you when it comes time to choose your own career.

PART I, True-False (Circle the letter which best applies)

1. "Job" can be defined as "a definite piece of work, as in one's trade, or done by agreement for pay". T F
2. "Occupation" can be defined as "the principal business of one's life; a person's vocation". T F
3. Because "occupation" and "job" share nearly the same meaning, they are normally used interchangeably in conversation. T F
4. ECES classifies occupations into four educational levels and seven divisions of Data, People and Things. T F
5. ECES "Educational Programs" or "Majors" are identified by a four digit number. T F
6. As a monitor, you should wait until the end of a day to return all microfiche used in student exploration to the proper catalogue location. T F
7. There are 40 occupations represented in "Things," Level One. T F
8. The national employment outlook statement as provided by ECES is meant to accurately reflect the local job availability situation. T F
9. "Employment outlook" and "supply-demand" in reference to ECES occupations should be interpreted to mean the same thing. T F
10. Microfiche containing new occupations can be distinguished from current offerings by an orange "header". T F
11. Monitors noticing spelling errors and other inconsistencies in microfiche occupational text should bring such situations to the attention of the ECES staff. T F

12. Frames without text on microfiche 1-120 represent occupations with less than four work samples. T F
13. The majority of the text on "Educational Programs" or "Majors" microfiche is devoted to "required" and "recommended" courses of study for educational programs. T F
14. ECES occupations representative of a career field, e.g. engineering, medicine, sales, managerial, etc. are most always found in a specific Data-People-Things category on the chart of occupations. T F
15. Pay rates relative to ECES occupations are found as a topic of information on microfiche. T F
16. Work samples are true-false and multiple choice question situations relevant to specific occupations. T F
17. "Related Job Titles" is a sub-topic of occupational information that will be included on new fiche. T F

PART II Multiple Choice (Circle the letter which best applies)

1. A person considering a potential career choice should be well aware of his or her own abilities, limitations, interests, values and likes-dislikes in relation to the occupation. Another important long-term consideration for a person choosing a potential career:
 - a. employee benefits
 - b. working with friends
 - c. employment outlook
2. Aptitudes, interests, and temperaments are subtopics of occupational information most closely associated with:
 - a. personal qualifications
 - b. working conditions
 - c. areas of specialization
3. On an ECES chart of occupations, the intersection of an educational level (1,2,3,4) with a Data-People-Things grouping of listed occupations is known as a:
 - a. worker trait group
 - b. cell
 - c. work location

4. The number of occupations contained on one ECES microfiche is:
 - a. two
 - b. three
 - c. four
5. "Physical demands", such as climbing stooping, sitting, lifting, reaching, etc. related to a particular occupation would most logically be described on which ECES microfiche frame?
 - a. working conditions
 - b. personal qualifications
 - c. ways to enter the field
6. Before school begins, monitors should review the occupational chart to enable them to assist ECES users. What's the best way to do this?
 - a. review the occupations in relation to broad career areas they represent
 - b. memorize all numbers and occupations in one cell
 - c. review only level one occupations; these are the ones most students are interested in.
7. Employment outlook and supply-demand data relative to any particular ECES occupation is found on the
 - a. monitor handout
 - b. microfiche
 - c. CRT screen
 - d. student handbook
8. Special employment opportunities for women would be noted on which ECES microfiche frame?
 - a. description
 - b. areas of specialization
 - c. working conditions
9. Microfiche containing "Educational Program or Majors" (microfiche 200-275) contain: (pick the most accurate from below)
 - a. Four-year university courses of study
 - b. Four-year degree programs, two-year community college and vocational-technical programs of less than four years duration.
 - c. Four-year degree programs and two-year community college program.
10. To insure the student is beginning exploration of an occupation on the correct microfiche frame, the "Description of the occupation" is followed by the:

- a. occupation worker trait group number
- b. occupation four digit identification number
- c. occupation title on red type

11. Which of the following is the recommended procedure for monitors to use in recording a student's progress through ECES?

- a. log sheet
- b. internship chart
- c. student index card

PART III

1. LIST the THREE things you would show and tell a student during your ECES IV OVERVIEW.

1. _____
2. _____
3. _____

2. LIST the FOUR steps you would do while sitting down and practicing "paying attention" skills with body movements.

1. _____ 3. _____
2. _____ 4. _____

3. LIST the SEVEN areas of the AWARENESS section.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____

4. NAME the SEVEN occupational and educational INTEREST AREAS.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____

5. EXPLAIN each of the FOUR LEVELS OF EDUCATION listed below:

1. LEVEL 1 _____
2. LEVEL 2 _____
3. LEVEL 3 _____
4. LEVEL 4 _____

6. LIST the SIX SEARCH requests which a student may use.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

7. DEVELOP the 5 POINT SCALE which a student uses during their occupational and educational program exploration below.

<u>MEANING</u>	<u>SIGN</u>
5 _____	5 _____
4 _____	4 _____
3 _____	3 _____
2 _____	2 _____
1 _____	1 _____

8. WHAT is CHART 34?

9. WHAT is CHART 35?

10. WHAT is CHART 38?

11. WHAT do the digits of Chart numbers stand for (Example, # 34)?

12. WHAT is a SCHOOL and COLLEGE FINDER?

13. WHAT are the FOUR areas verified during a student's CAREER PLAN?

1. _____ 3. _____

2. _____ 4. _____

14. WHY should you use the ECES CRT & COMPUTER PROGRAM LOG?

15. WHAT is a USER NUMBER and GIVE an example.

ANSWER _____

EXAMPLE _____

16. WHAT is an ACCESS CODE and GIVE an example.

ANSWER _____

EXAMPLE _____

PART IV

Here is an example of a STUDENT INDEX CARD. FILL it out as you would for a student using ECES.

		Student No. _____			
Name		Code #	Score %	Notes	
Date	Program				MM/R
	Awareness				
	Search				
	Explore Occupation				
	Explore Occupation				
	Explore Occupation				
	Explore Occupation				
	Explore Occupation				
	Explore Occupation				
	Explore Occupation				
Class Schedule		1.	2.	3.	
4.		5.	6.	7.	
Counselor:		Monitor:			

Date	Program	Code #	Score %	Notes	MM/R
	Explore Occupation				
	Explore Occupation				
	Explore Occupation				
	Explore Ed'I Prog.				
	Explore Ed'I Prog.				
	Explore Ed'I Prog.				
	Explore Ed'I Prog.				
	Explore Ed'I Prog.				
	Explore School & C				
	Explore School & C				
	Explore School & C				

PART V

The following questions relate to the ECES access screen on the CRT. CIRCLE the correct answer to each question.

CAREER COMPONENTS ACCESS SCREEN

WHAT WOULD YOU LIKE TO SEE NOW?

- | | |
|---|------------|
| 1 | AWARENESS |
| 2 | SEARCH |
| 3 | EXPLORE |
| 4 | EXPERIENCE |
| 5 | PLAN |

TYPE THE NUMBER YOU WANT TO SEE

1. WHICH NUMBER should the student type if he/she wants to learn decision making skills?
1 2 3 4 5
2. WHICH NUMBER should the student type if he/she wants to change their personal values?
1 2 3 4 5
3. WHICH NUMBER should the student type if he/she wants to go on a "Day-on-the-Job"?
1 2 3 4 5
4. WHICH NUMBER should the student type if he/she wants to change their work values?
1 2 3 4 5
5. WHICH NUMBER should the student type if he/she wants to verify their career plan?
1 2 3 4 5
6. WHICH NUMBER should the student type if he/she wants some new occupations to explore?
1 2 3 4 5

DECISION MAKING

C.	D.	A. 1:	F.	B. 2:	H.	L.	M.
		E.		G.			
1.							
2.							
3.							
4.							
5.							
Total:	I.	Total:	J.	Total:	K.	Total:	N.

O.
Total of Column →
361
Ideal Score → $\times 2$

P.
My Score: Higher Score →
(divided by) — = %
Ideal score →

Favorability Scale*

++ Very Favorable
+ Favorable
+ O.K.
- Unfavorable
-- Very Unfavorable

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The following questions relate to the ECES access screen on the CRT. CIRCLE the correct answer to each question.

3 - EXPLORE COMPONENTS ACCESS SCREEN

WHAT WOULD YOU LIKE TO SEE NOW?

- 0 EXPLORE AN OCCUPATION
- 1 EXPLORE EDUCATIONAL PROGRAMS RELATED TO OCCUPATIONS
- 2 EXPLORE HIGH SCHOOL COURSES RELATED TO OCCUPATIONS
- 3 EXPLORE MOTT COLLEGE COURSES RELATED TO OCCUPATIONS
- 4 OCCUPATIONAL RATING
- 5 OCCUPATIONAL RANKING
- 6 EXPLORE AN EDUCATIONAL PROGRAM (MAJOR)
- 7 EXPLORE OCCUPATIONS RELATED TO EDUCATIONAL PROGRAMS
- 8 EDUCATIONAL PROGRAM RATING AND RANKING
- 9 EXPLORE COLLEGE AND VOCATIONAL - TECHNICAL SCHOOL FINDER

TYPE THE NUMBER YOU WANT TO SEE

1. WHICH NUMBER should the student type if he/she wants to learn more about a job's activities?
1 2 3 4 5 6 7 8 9
2. WHICH NUMBER should the student type if he/she wants their job score for an occupation?
1 2 3 4 5 6 7 8 9
3. WHICH NUMBER should the student type if he/she wants to learn about an educational program?
1 2 3 4 5 6 7 8 9
4. WHICH NUMBER should the student type if he/she wants to learn more about colleges in Colorado.
1 2 3 4 5 6 7 8 9
5. WHICH NUMBER should the student type if he/she wants to know which high school courses are required for a certain occupation?
1 2 3 4 5 6 7 8 9

PART VI

MAKE an OCCUPATIONAL DECISION using the DECISION MAKING Table on the next page.

PART VII

This LAST question will not be scored. It will be used for improvement of future ECES Monitor Training Programs. HOW could our program be improved?

JD/DM:rrr
2.13
GISD
8-16-78

Appendix H
Management System

September 1977	October	November	December
	Design Fact Sheet, Contact Letter, Agreement Form and Contract (D)	Outline for Recruiting Users (P) Develop List of Chosen Populations From Submitted Forms (I)	
		Tentative Schedule for Users (P)	Time Lines Outline for Computer Use (D) Blocked Time Filled by Users (I)
Design Classroom Modules Outline (Ongoing) (P)	Design ECES 10 Components Lesson Plans (Ongoing) (D)	Design ECES IV Components Lesson Plans (Ongoing) (D) Evaluation of Modules in Classes (I)	→ →
		Schedule Pre-test for ECES Users (P) Pre-test for Component Skills (D) Complete Worksheets (I)	→ → →
			Schedule for ECES Users DOJ (P) Develop Sites Through B.E.A.C. Placement (D)
List of Potential Professionals Involved in ECES IV (P)	Letter of Invitation to Participate in Workshops (D)	Send Invitation to Counselors and Teachers in 21 Districts with Return Card for Chosen Session (I)	Number of Cards Returned for Appointment (E) Follow-Up Calls (M)
		Schedule of Inservice Training for Professionals (P)	Timelines (one-half day sessions) (D)
KEY P = Plan D = Develop I = Implement E = Evaluate M = Modify	Outline for Inservice Module (P) Materials for ECES Components - Film, Manual, Overheads, Employability Skills (D)	→	Checklist of Skills Learned in Initial Training Session (I) Individual Evaluation for Assessment of Skills (E)
		Schedule Inservice Training with Skills Checklist (P)	List Sheet of Competency Skills for Use of ECES Components (D) Training Session Checklist (Classroom and Computer) (I)

January 1978	February	March	April
1977 Log of Users		Contingency List of Other Populations	
(E)		(M)	
Attendance List of Students (E)		Attendance List (E)	
Revise Scheduling If Needed (M)		Revise Scheduling If Needed (M)	
			→
			→
			→
			→
			→
			→
			Post Test (E)
Place Students on DOJ			→
(I)			→
			Module for Career Plan Review
			(P)
Meeting with Professionals as Scheduled (I)	Checklist to Determine Knowledgeability		Schedule Modifications to Incorporate Time Changes
(M)	(E)		(M)
Revise In-Service Module			
(M)			
Complete Checklist	Checklist if Discrepancy Occurs in Skills Able to Learn		
(E)	(M)		

May	June	July	August
	1978 Log of Winter/ Spring Users		
	(E)		
	Attendance List of Users (E)		
	Revise Scheduling if Needed (M)		
→	Professional Staff Evaluation of Modules (E)	Final Draft Revisions (M)	
→	Final Draft of Module (M)		
			→
			→
			→
	Revised Worksheet (M)		Post Test (E)
			→
			→
Evaluation by Student Teacher, and Employ- er (E)	→	Contingency List of Employees Through GISD Placement (M)	→
Checklist of Career Plan in Group Coun- selling (D)	Evaluation on Number of Students Completing Checklist	Career Plan Module Revision	Checklist of Plan in Group Counseling (D)
Schedule of Students Returning for Career Plan Review (I)	(E)	(M)	Schedule of Students Returning for Career Plan Review (I)

[illegible]

January 1979	February	Product
	Final Log of ECES Users (E)	1500 High School Students 350 Post Secondary 500 Adults 150 Handicapped 200 Economically Disadvantaged
		Calendar of Scheduled Users
		Lesson Plans for ECES IV Components
→ → →		Data Sheet of Pre-and Post Testing
Post Test (E)		
→ → → →		Assessment Forms Filled out by Student, Teacher and Employer
		Confirmed ECES Career Plans
		Total 100 People Involved in ECES Represented From: Vocational Education Teachers, Counselors, and Coordinators of Work and Education Programs.
		Inservice Schedule
		Training Plan
		Checklist to Determine Measured Increase in Skills

September 1977	October	November	December
			Outline for Follow-Up Questionnaire (P)
			Questionnaire (D)
Job Description for ECES Monitors (P)		List of Contact People for Hiring Monitors (D) Evaluation Forms (I)	
Outline of Materials Needed for Staff Training (P)			Develop Inservice Module Notebook (D) Materials Effectiveness Checklist (I)
Schedule for Staff Training (P)			Pre-test for Staff Skills (D) Checklist of Areas to Develop Competency in (I)
			List of Parents of ECES High School Users (P) Developed Brochure Letter with Return Card (D)
		Outline of Inservice Module for Parents (P)	Develop Materials for Support Skills Module (D)
		Outline of Checklist to be Used in Support Training (P) Develop Support Skills Checklist (D)	
P = ^{KEY} Plan D = Develop I = Implement E = Evaluate M = Modify		Outline of Follow-Up Questionnaire (P) Develop Questionnaire (D)	
Outline Working Management Plan (P)	Develop Programs Goals, Objectives, and Time Lines (D)	Schedule Weekly ECES IV Staff Meetings (I) Compile Staff Meeting Minutes (E)	→ →

January	February	March	April
Follow-Up Calls (I)			
Checklist of Number of Filled-out Question- naires (E)	On-Site Visitations if Needed (M)		
Compile Results of Checklist (E)	→	Compile Results of Checklist (E)	→
		Post Test (E)	Final Draft of Pre/Post Test (M)
Collect Return Cards (I)			→
Tally Return Cards (E)			
Follow-Up Calls (M)			
Schedule of Interested Parents (P)	Scheduling in Parents (I)		
Listing Possible Time Lines (D)	Tally Number of Time Slots Filled (E)		
Developed Contingency List (M)			
	Parent Evaluation Checklist of Program (I)		
	Completed Checklist (E)		
	Completed Checklist (I)	Final Draft of Checklist (M)	
	Tally Number of Spaces Not Filled (E)		
	Letter Requesting Questionnaire to be Returned (I)		
	Tally Number of Re-(E) turned Questionnaires Follow-Up Calls (M)		
		372	→
			→

May	June	July	August
→			
→	On-Site Visitations If Needed (M)		
Six Month Evaluation Report (E)			
Retrain or Fire (M)			
		Modify Notebook	
Compile Results (E)	→	(M)	→
→			
→			
→			
→	→		
→	→		
→	→		
	→		Final Draft of Module
	→		(M)
	→		
	→		
	→		
	→		
	→		Final Draft of Plan
			(M)

September	October	November	December
	→		
	→	On-Site Visitations If Needed (M)	
			Six Month Evaluation Report (E)
			Retrain or Fire (M)
Compile Results (E)	→	Compile Results (E)	→
	→	→	
		→	
		→	→
		→	→
			→
			→
			→
			→
			→
			→
			→
			→
			→
			→

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January	February	Product
	→	Completed and Returned Questionnaire
	→	
		Trained Planning Center Monitors
Final Draft of Notebook	→	Staff Handbook
(M)		
		Class Evaluations of Instructors
		200 Parents of ECES Users
		Inservice Schedule for Parents
		Inservice Plan
		Checklist to Determine Increase Awareness of Support Methods
		Returned Completed Questionnaire
→	→	Revised Management System Plan
→	→	

September 1977	October	November	December
Public Relations Program (P)		Program Outline Brochure Posters CPC Brochure Student Manual Decals News Release (D)	Mail Out Material (I)
	Schedule Monthly Monitor Meetings for Updating Techniques and Materials (P)		
	Develop Agendas for Each Meeting (D)		
	Minutes of Meeting (I)		
	Checklist of Issues Covered with Agenda Items (E)		
	Space Meetings if Necessary (M)		
Establish List of Liaison People (Coordinating Council) (P)	List of Members Attending Meetings	Checklist of Non-Participants	Follow-Up Calls
Invitation to Join (D)	(I)	(E)	(M)
		Outline for C.P.C. Management (P)	
Periodic Performance Report (P)			
Information Gathering Techniques (D)			
Reports on Information Gathered (I)			
Response to Information Accumulated (E)			
Procedure Changes on Techniques and Dissemination (M)			
KEY P = Plan D = Develop I = Implement E = Evaluate M = Modify			

[illegible]

[illegible]

September

October

November

December

Contingency List

(M)

Appendix I
Placement Newsletter

MANPOWER OCCUPATIONAL CAREER INFORMATION CLEARINGHOUSE



GENESEE AREA PLACEMENT SYSTEM (GAPS)
Genesee Intermediate School District
2413 West Maple Avenue
Flint, MI 48507
313-767-4310

UNEMPLOYMENT REMAINS NEAR STEADY

Unemployment in May increased by 0.1 percent making it 6.1 percent. The unemployment rate has hovered near the 6.0 percent level since February of this year. Employment in May rose from 310,000 to total 94.1 million, a record high. Also, the nation's total labor force reached 100 million for the first time.

Unemployment for men aged 20-24 fell from 8.8 percent to 7.7 percent. Unemployment levels for male veterans the same age dropped from 10.7 percent to total 6.9 percent. The rate for adult men increased 0.1 percent to total 6.1 percent; adult women held a steady rate of 4.2 percent.

Teenage unemployment dropped slightly from 16.9 percent to 16.5 percent. The unemployment rate for black teens, however jumped from 35.3 percent to 38.4 percent. (Manpower and Vocational Education Weekly-June 8, 1978.)

INCREASE IN COLLEGE GRADUATE HIRING

11 percent more new college graduates were hired this year than last. The increase includes a 5 percent rise in federal government hiring of new college graduates and a 14 percent gain in hiring by the private sector.

Engineering graduates had the greatest increase in employment at every level. New bachelor's degree-holders got 25 percent more jobs this year than last, while at the master's level, engineering students got 34 percent more jobs and engineering doctoral hiring was up 33 percent.

Hiring for science graduates (other than engineers) rose 13 percent at the bachelor's level and 30 percent at the master's level. However, jobs for Ph.D. scientists declined 9 percent from last year. For business graduates, there was a 9 percent increase for bachelor's graduates and a 3 percent increase at the master's level. (Education and Work-June 13, 1978.)

GM EMPLOYMENT POLICY ISSUED

The General Motors Corporation's long standing, published "Equal Opportunity Employment Policy" was issued and dispersed to area businesses again this spring as it is every year. The Policy states:

"Operating as it does on a nationwide basis, General Motors Corporation offers employment opportunities to many people in many different locations throughout the United States."

"The policy of the Corporation is to extend these opportunities to qualified applicants and employees on an equal basis regardless of an individual's age, race, color, sex, religion or national origin."

"Hiring and employment practices and procedures implementing this policy are the responsibility of the employing units. However, these practices, procedures and decisions are to be, at all times, in conformity with the Corporation Equal Opportunity Employment Policy."

(Chevrolet Motor Division correspondence-June, 1978.)

MORE MONIES FOR SPEDY PROGRAM

CETA prime sponsors are sharing an extra \$63 million allocated by the Labor Department to create 93,000 additional jobs under the Summer Program for Economically Disadvantaged Youth (SPEDY). The additional funds are part of the Fiscal 1978 Urgent Supplemental Appropriation. Together with the original \$730 million, total funding for this summer's SPEDY program will create 1.165 million temporary jobs and work experience opportunities for disadvantaged youths aged 14 through 21. Participants are paid minimum wage and work an average of 26 hours a week for nine weeks. (Manpower and Vocational Education Weekly, June 22, 1978.)

STARTING SALARIES FOR COLLEGE GRADS

The following figures represent average starting salaries for college graduates:

<u>OCCUPATION</u>	<u>AVERAGE MONTHLY STARTING SALARY</u>
1. Petroleum engineer	\$1,645
2. Plumber (independent contractor)	1,600
3. Chemical Engineer	1,420-1,506
4. Accountant	1,250
5. Computer science	1,240
6. Lawyer	1,200
7. Secretary (with shorthand)	1,000
8. Humanities/social sciences	829
9. Public relations	764-840
10. Journalist	604-680

(Education and Work-June 13, 1978.)

CETA GOOD AS A PERMANENT PART OF EMPLOYMENT STRATEGY

A group of over 100 top business, labor, and government leaders met recently to discuss ways to improve the nation's sagging productivity growth rate, economy stimulation, and widening job opportunities for women, minorities and youths. Conferees generally agreed that better coordination between the public and private sectors can go a long way toward increasing job training and placement for young people and the disadvantaged. One way to do this would be to make CETA a permanent, long-range part of the nation's employment strategy with multi-year funding instead of a short year-to-year program.

Development of a National Youth Service was also recommended in which all young people would serve one or two years at some useful community service and gain employment skills. Panelists also discussed more use of the armed forces for skills and job training, and upgrading of academic and career skills taught in the schools. (Manpower and Vocational Education Weekly-June 22, 1978.)

CARTER FORMS TASK FORCE FOR THE "COMMON GOOD" OF EMPLOYMENT

President Carter has formed a task force to coordinate federal youth employment efforts. The formation of the task force was announced along with details of the administration's new Private Sector Initiative Program designed to subsidize training costs of employers who hire disadvantaged youths. Mr. Carter is aiming his new programs toward gaining partnership in employment policies to exemplify the urban program, government and private sector "working together for the common good". He added that success of the programs would depend entirely on the progress of the local government. (Manpower and Vocational Education Weekly-June 1, 1978.)

TASK FORCE TO STUDY YOUTH EMPLOYMENT PROBLEMS

The National Commission for Manpower Policy has established a task force to concentrate on factors which affect portions of the youth population who have difficulty finding and keeping jobs.

Issues that will be addressed by the task force include defining the youth population that has employment problems, and how demographic shifts affect these numbers; developmental processes and schooling of youths; evidence and examination of any youth groups that have been noticeably successful in the job market; future opportunities of the young people after completing job training programs; arguments surrounding the assumption that a high school diploma readies one for a job; state and community services available to help remedy the problem. (Manpower and Vocational Education Weekly-May 25, 1978.)

WOMEN STILL CHOOSING TRADITIONAL CAREERS

A group from the Center for Human Resource Research at Ohio State University has been monitoring the working lives of nationwide young men and women for more than 10 years. Their recent study reveals that a young woman's family and social background have a great deal to do with her later career choices, most of which careers still tend to be among the narrow range of jobs traditionally held by women.

The report points out that it appears as though the women's liberation movement has not yet made significant "inroads" into the career thinking of young women. Moreover, some of these traditional female occupations, such as teaching, are poor choices because of limited job openings.

Other factors indicated by the study included several important differences between the working experiences of black and white women. More black women were found to desire to attend and actually go to college than white women from similar social and economic backgrounds. Also, black women are more likely to be out of the labor market only a short time after the birth of a child. Not only do blacks return to work sooner, they are more likely to seek full-time jobs than whites. (Education and Work-June 27, 1978.)

Appendix J
ECES Brochure

THE
WORLDS
OF
ZIGZAG

How Does ECES IV Benefit Users

ECES IV is for any student or adult who wants to develop a sound career plan.

ECES IV teaches users the skills they need to: explore values; make career decisions; develop a career plan; develop job openings; write strong resumes; and conduct positive interviews. These are skills the users will recycle throughout their lives.

ECES IV helps each user practice these skills: to explore over 400 occupations, 300 educational programs, and 3000 schools or colleges; to experience a Day-On-The-Job in a tentative career choice; to develop a thorough career plan; and to prepare for job or school placement.

ECES IV is a tireless, unbiased friend who helps people develop and get started on career plans.

How Does ECES IV Benefit Counselors and Teachers

Counselors find that ECES IV frees them from being information dispensers.

ECES IV gives users career information and teaches how to interpret it.

Counselors can now spend valuable time focusing on the personal refinements of each users career plans.

Equally as important, ECES IV motivates users to understand the importance of career development. Counselors thus make more effective use of skills and time with people who want and are prepared to use professional services.

Teachers also benefit from the increased motivation students have for course work that now can be related to personal career goals. Teachers find that students can better understand the utility of course skills when exploring related occupations on ECES IV.

ECES IV gives people the opportunity to put school or training experiences into perspective, and to make better use of the time and skills of counselors and teachers.



How Does ECES IV Benefit Administrators

ECES IV prepares hundreds of users with the skills and the knowledge needed to effectively plan and get started on a career. This not only provides the administrator with a proven, concrete response to today's career education needs, but it enhances the effectiveness of the counseling operation.

These dual benefits make ECES IV a solid contributor to the administrator's need to be accountable; to users by providing them with useful skills and services; to staff by equipping them with proven technology which enhances productivity; to the board of education by improving cost effectiveness; and to the public by responding with long term solutions to critical community needs.

What is the Educational Career Exploration System (ECES IV)

ECES IV is the first complete computer based Career Development System. ECES was acknowledged as the Guidance System of the 1980's at the 1974 American Personnel and Guidance Association National Convention. ECES IV helps users: explore values, interests or needs; explore the worlds of work and education; make career decisions; assess career readiness; experience career goals; develop a career plan; prepare for placement; and find the job or school that initiates a career path.

How Can I Learn More About ECES IV

ECES IV is the result of ten years of research and development. It is a career development system which has been field tested and has proved to be effective in delivering career development skills.

ECES IV was co-designed by Mr. Alva E. Mallory, Jr. and Mr. Jeffrey W. Drake of the Genesee Intermediate School District, Flint, Michigan and Dr. Ted Friel of Carkhuff Associates, Amherst, Massachusetts.

If you would like background information on the results of previous ECES research, or if you would like to know how you could become an ECES user, please write or call:

Mr. Alva E. Mallory, Jr., Director
Vocational Education
and Career Development Services
Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507
Tel. #313-767-4310

Appendix K
Career Development
Data

Career Data Statistical Note:

* = $p < .01$
** = $p < .02$
*** = $p < .05$

TABLE I
CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
SECONDARY STUDENTS

PRE VS POST QUANTITY SCORES

<i>ITEMS</i>	<i>N</i>	<i>MEAN</i>	<i>PRE</i> <i>SD</i>	<i>N</i>	<i>MEAN</i>	<i>POST</i> <i>SD</i>	<i>CORR</i> <i>T</i>
ACTIVITIES	50	2.46	1.13	50	2.72	1.13	1.22
WHERE EMPLOYED	50	2.14	1.21	50	2.54	1.09	2.21**
PERSONAL QUALIF	41	1.90	0.97	41	2.39	1.09	2.01***
WORK CONDITIONS	32	1.81	0.90	32	2.53	1.19	3.07*
PROMOTIONS	47	1.57	0.58	47	1.57	0.71	0.00
JOB OUTLOOK	28	1.39	0.57	28	1.43	0.63	0.27
AVERAGE SCORE	64	1.83	0.54	64	2.07	0.68	2.98*

TABLE 2
CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
SECONDARY STUDENTS

PRE VS POST QUALITY SCORES

<i>ITEMS</i>	<i>N</i>	<i>MEAN</i>	<i>PRE SD</i>	<i>N</i>	<i>MEAN</i>	<i>POST SD</i>	<i>CORR T</i>
<i>ACTIVITIES</i>	47	2.17	1.01	47	2.36	1.01	0.94
<i>WHERE EMPLOYED</i>	50	1.86	0.99	50	2.10	0.97	1.69
<i>PERSONAL QUALIF</i>	37	1.73	0.77	37	2.11	1.05	1.64
<i>WORK CONDITIONS</i>	30	1.53	0.68	30	2.13	1.07	2.90*
<i>PROMOTIONS</i>	44	1.45	0.59	44	1.48	0.59	0.22
<i>JOB OUTLOOK</i>	24	1.42	0.50	24	1.33	0.56	-0.57
<i>AVERAGE SCORE</i>	64	1.64	0.46	64	1.79	0.63	1.98

TABLE 3
CAREER DEVELOPMENT SURVEY
SELF REPORTS OF CAREER KNOWLEDGE
SECONDARY STUDENTS

PRE VS POST AFTER RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
AVAILABLE JOBS	62	3.15	0.85	62	4.45	0.62	9.80*
LOCATE INFO	62	2.95	1.12	62	4.32	0.72	8.58*
KIND OF INFO	62	2.85	1.05	62	4.50	0.70	11.75*
IMPORTANT VALUES	61	3.57	1.10	61	4.25	0.72	4.04*
JOB REQUIREMENTS	62	2.98	0.97	62	4.23	0.71	8.27*
CAREER DECISION	62	3.03	1.04	62	4.45	0.74	8.86*
H.S. COURSES	61	3.34	1.00	61	4.25	0.83	7.61*
TRAINING AFTER HS	62	3.26	0.92	62	3.95	0.80	5.13*
CAREER PLAN	61	2.85	1.00	61	4.18	0.87	8.90*
PERSONAL GOALS	62	3.58	1.15	62	4.10	0.78	2.81*
AVERAGE SCORE	64	3.16	0.61	64	4.16	0.75	9.20*

TABLE 4
CAREER DEVELOPMENT SURVEY
SELF REPORTS OF CAREER KNOWLEDGE
SECONDARY STUDENTS

POST BEFORE VS POST AFTER RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
AVAILABLE JOBS	61	2.82	0.92	61	4.44	0.62	12.86*
LOCATE INFO	61	2.54	1.03	61	4.31	0.72	13.74*
KIND OF INFO	61	3.18	1.16	61	4.51	0.70	9.93*
IMPORTANT VALUES	60	2.48	0.91	60	4.25	0.73	13.96*
JOB REQUIREMENTS	61	2.48	0.87	61	4.21	0.71	13.83*
CAREER DECISION	61	2.79	1.14	61	4.46	0.74	9.50*
H.S. COURSES	60	2.83	1.18	60	4.25	0.84	9.76*
TRAINING AFTER HS	61	2.54	1.10	61	3.95	0.80	10.94*
CAREER PLAN	61	3.00	1.20	61	4.16	0.86	8.78*
PERSONAL GOALS	61	2.64	1.08	61	4.11	0.78	12.47*
AVERAGE SCORE	64	2.72	0.80	64	4.16	0.75	11.34*

TABLE 5
CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
SECONDARY STUDENTS

PRE VS POST AFTER RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
TALK WITH PARENTS	60	2.62	1.22	60	3.07	1.22	2.78*
CERTAINTY OF PLANS	60	2.62	0.83	60	3.20	0.82	4.53*
IMPORTANCE OF PLANS	60	3.18	1.00	60	3.62	0.67	3.31*
PLANS AFTER H.S.	57	4.75	2.71	57	5.84	2.05	3.28*

TABLE 6
CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
SECONDARY STUDENTS

POST BEFORE VS POST AFTER RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
TALK WITH PARENTS	64	2.30	1.06	64	3.11	1.21	5.85*
CERTAINTY OF PLANS	64	2.42	0.87	64	3.23	0.81	7.63*
IMPORTANCE OF PLANS	64	2.95	0.72	64	3.63	0.65	9.07*
PLANS AFTER H.S.	62	4.48	2.53	62	5.76	2.01	4.45*

TABLE 7
CAREER DEVELOPMENT SURVEY
CAREER DEVELOPMENT KNOWLEDGE
SECONDARY STUDENTS

PRE VS POST RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
JOB CLASS QLY	23	1.00	0.00	23	2.00	0.00	1.00
JOB CLASS QTY	31	13.77	6.36	31	11.74	4.75	-1.80
LEVELS OF ED QTY	46	2.15	1.11	46	2.72	1.00	4.00*
LEVELS OF ED QLY	0	1.00	0.00	0	1.00	0.00	0.00
DECISION MAKING TOT	62	3.18	0.84	62	4.23	0.82	8.13*
D.M. VALUES	39	1.82	0.39	39	2.00	0.00	2.88*
D.M. WEIGHTS	58	1.93	0.26	58	1.98	0.13	1.35
D.M. CELLS	11	1.64	0.50	11	1.91	0.30	1.94
ED REQUIREMENTS	58	2.26	0.85	58	2.22	0.94	-0.26
SALARY	20	1.00	0.00	20	1.00	0.00	1.00
HS COURSES	51	3.29	1.47	51	3.76	1.37	2.30***
POST HS TRAINING	38	2.50	1.08	38	2.95	0.96	2.61**
POST HS MAJORS	16	1.88	0.89	16	1.88	0.89	0.00
LOCAL EMPLOYERS	28	2.29	1.18	28	3.00	1.22	2.50**
AVERAGE SCORE	64	2.78	0.90	64	3.09	0.68	3.09*

TABLE 8
CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
DISADVANTAGED STUDENTS

QUANTITY SCORES

ITEMS	CONTROL			PRE EXP			CONTROL			POST EXP			CONTROL			GAIN EXP		
	N	MEAN	N	MEAN	T	N	MEAN	N	MEAN	T	N	COR T	N	COR T	N	COR T		
ACTIVITIES	32	2.66	40	2.10	-2.37	22	2.09	34	2.53	1.38	20	-2.13	31	1.92				
WHERE EMPLOYED	32	2.34	35	2.03	-1.19	28	1.79	36	2.53	2.47	25	-2.06	31	1.79				
PERSONAL QUALIF	32	2.19	36	2.03	-0.69	22	1.73	35	2.40	2.48	21	-3.08	29	2.37***				
WORK CONDITIONS	23	1.96	33	1.61	-1.58	21	1.76	28	2.07	1.14	15	-0.94	21	3.35*				
PROMOTIONS	26	1.54	33	1.48	-0.33	20	1.40	34	1.76	1.84	16	-0.52	28	1.49				
JOB OUTLOOK	16	1.38	20	1.35	-0.12	14	1.07	22	1.27	1.10	8	-1.43	14	0.00				
AVERAGE SCORE	36	2.03	44	1.72	-2.39	36	1.55	44	1.97	2.83*	36	-5.15	44	2.86*				

EXP = USED ECES

CON = DID NOT USE ECES

TABLE 9
CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
DISADVANTAGED STUDENTS

QUALITY SCORES

ITEMS	CONTROL		N	PRE EXP		T	CONTROL		N	POST EXP		T	CONTROL		N	GAIN EXP	
	N	MEAN		MEAN	N		MEAN	MEAN		N	COR		T	COR		T	
ACTIVITIES	31	2.23	37	1.95	-1.24	21	1.86	33	2.52	2.22	19	-1.33	28	2.58**			
WHERE EMPLOYED	31	2.10	33	1.88	-0.83	26	1.54	32	2.59	3.86*	23	-2.23	27	2.75*			
PERSONAL QUALIF	28	1.89	33	1.91	0.07	22	1.45	34	2.32	3.22*	19	-2.27	26	2.31**			
WORK CONDITIONS	22	1.41	27	1.63	1.02	20	1.50	26	2.08	2.27	13	0.32	16	3.47*			
PROMOTIONS	24	1.29	32	1.41	0.71	20	1.35	34	1.71	1.77	16	0.32	27	1.91			
JOB OUTLOOK	12	1.25	19	1.37	0.65	13	1.15	20	1.45	1.18	7	-1.00	13	0.29			
AVERAGE SCORE	36	1.70	44	1.62	-0.64	36	1.39	44	1.95	4.14	36	-3.07	44	3.76***			

EXP = USED ECES
CON = DID NOT USE ECES

TABLE 10
CAREER DEVELOPMENT SURVEY
SELF REPORTS OF CAREER KNOWLEDGE
DISADVANTAGED STUDENTS

PRE VS POST AFTER RATINGS

ITEMS	CONTROL			PRE EXP		T	CONTROL			POST EXP		T	CONTROL			GAIN EXP	
	N	MEAN	N	MEAN	N		MEAN	N	MEAN	N	COR		T	N	COR	T	
AVAILABLE JOBS	36	3.36	44	3.07	-1.18	35	4.00	43	4.63	3.35*	35	2.84*	43	7.40*			
LOCATE INFO	36	2.83	44	3.09	1.05	35	4.03	44	4.48	2.34***	35	4.51*	44	7.29*			
KIND OF INFO	36	3.17	44	3.23	0.26	35	4.11	44	4.64	3.09*	35	6.10*	44	7.51*			
IMPORTANT VALUES	36	3.92	44	3.66	-1.09	35	3.80	44	4.48	3.50*	35	-0.68	44	4.82*			
JOB REQUIREMENTS	36	2.97	43	2.67	-1.10	35	3.83	44	4.59	4.22*	35	4.47*	43	9.85*			
CAREER DECISION	36	3.14	44	2.82	-1.14	35	4.14	44	4.68	2.98*	35	4.80*	44	9.11*			
H.S. COURSES	36	3.86	43	3.56	-1.11	35	3.94	44	4.45	2.55**	35	0.12	43	4.32*			
TRAINING AFTER HS	35	3.63	44	3.32	-1.21	35	3.94	44	4.48	3.20*	34	1.44	44	6.12*			
CAREER PLAN	36	3.03	44	2.82	-0.90	35	3.91	44	4.59	3.68*	35	3.66*	44	9.66*			
PERSONAL GOALS	35	3.77	44	3.82	0.19	35	3.80	44	4.34	2.35***	35	0.18	44	3.25*			
AVERAGE SCORE	36	3.36	44	3.21	-0.93	36	3.87	44	4.53	4.42*	36	4.47*	44	10.68*			

EXP = USED ECES
CON = DID NOT USE ECES

TABLE 11
CAREER DEVELOPMENT SURVEY
SELF REPORTS OF CAREER KNOWLEDGE
DISADVANTAGED STUDENTS

POST BEFORE VS POST AFTER RATINGS

ITEMS	CONTROL		N	PRE EXP		T	CONTROL		N	POST EXP		T	CONTROL		N	GAIN EXP	
	N	MEAN		MEAN	N		MEAN	MEAN		N	COR		T	COR		T	
AVAILABLE JOBS	36	3.06	44	2.70	-1.49	35	4.00	43	4.63	3.35*	35	6.91*	43	13.46*			
LOCATE INFO	36	3.00	44	2.48	-2.25	35	4.03	44	4.48	2.34***	35	6.23*	44	11.84*			
KIND OF INFO	36	3.14	44	3.07	-0.26	35	4.11	44	4.64	3.09*	35	5.15*	44	8.22*			
IMPORTANT VALUES	36	2.75	44	2.57	-0.80	35	3.80	44	4.48	3.50*	35	7.71*	44	12.87*			
JOB REQUIREMENTS	36	2.72	44	2.27	-2.15	35	3.83	44	4.59	4.22*	35	6.26*	44	14.94*			
CAREER DECISION	36	3.03	44	2.84	-0.65	35	4.14	44	4.68	2.98*	35	5.77*	44	9.19*			
H.S. COURSES	36	2.92	44	2.41	-1.83	35	3.94	44	4.45	2.55**	35	4.79*	44	11.49*			
TRAINING AFTER HS	36	2.83	44	2.55	-1.23	35	3.94	44	4.48	3.20*	35	6.09*	44	12.84*			
CAREER PLAN	36	2.78	44	2.89	0.41	35	3.91	44	4.59	3.68*	35	7.07*	44	8.13*			
PERSONAL GOALS	36	2.92	44	2.27	-2.84	35	3.80	44	4.34	2.35***	35	4.58*	44	11.73*			
AVERAGE SCORE	36	2.91	44	2.60	-1.77	36	3.87	44	4.53	4.42*	36	6.92*	44	15.43*			

EXP = USED ECES
CON = DID NOT USE ECES

TABLE 12
CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
DISADVANTAGED STUDENTS

PRE VS POST AFTER RATINGS

ITEMS	CONTROL			PRE EXP		T	CONTROL			POST EXP		T	CONTROL			GAIN EXP	
	N	MEAN	N	MEAN	N		MEAN	N	MEAN	N	COR		T	N	COR	T	

TALK WITH PARENTS	35	3.29	44	3.55	0.76	28	3.36	40	3.78	1.17	27	-0.13	40	0.38			
CERTAINTY OF PLANS	35	2.91	43	2.88	-0.14	26	3.00	44	3.36	1.69	25	0.27	43	2.78*			
IMPORTANCE OF PLANS	35	3.43	44	3.07	-1.59	27	3.22	44	3.61	1.87	26	-0.47	44	2.82*			
PLANS AFTER H.S.	34	4.12	43	4.30	0.32	24	4.42	44	5.59	2.30***	23	0.09	43	4.12*			
EXP = USED ECES																	
CON = DID NOT USE ECES																	

EXP = USED ECES

CON = DID NOT USE ECES

TABLE 13
CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
DISADVANTAGED STUDENTS

POST BEFORE VS POST AFTER RATINGS

ITEMS	CONTROL		N	PRE EXP		T	CONTROL		N	POST EXP		T	CONTROL		N	GAIN EXP	
	N	MEAN		MEAN	N		MEAN	MEAN		N	COR		T	COR		T	
CERTAINTY OF PLANS	28	2.46	44	2.30	-0.81	26	3.00	44	3.36	1.69	26	3.09*	44	6.17*			
IMPORTANCE OF PLANS	27	2.74	44	2.75	0.05	27	3.22	44	3.61	1.87***	27	2.47	44	6.52*			
PLANS AFTER H.S.	24	2.92	44	3.93	1.62	24	4.42	44	5.59	2.30	24	3.24*	44	4.25*			

EXP = USED ECES

CON = DID NOT USE ECES

TABLE 14
CAREER DEVELOPMENT SURVEY
CAREER DEVELOPMENT KNOWLEDGE
DISADVANTAGED STUDENTS

PRE VS POST RATINGS

ITEMS	CONTROL			PRE EXP			CONTROL			POST EXP			CONTROL			GAIN EXP		
	N	MEAN	N	MEAN	T	N	MEAN	N	MEAN	T	N	COR T	N	COR T	N	COR T		
JOB CLASS QLY	26	1.08	33	1.15	0.86	23	1.26	37	1.89	6.28	19	1.84	28	9.95*				
JOB CLASS QTY	33	12.24	42	14.90	1.69	29	8.59	41	15.73	4.41	29	-3.49*	40	0.48				
LEVELS OF ED QTY	33	2.18	38	2.50	1.46	25	1.77	39	2.77	4.14	26	-2.19***	33	1.71				
LEVELS OF ED QLY	10	1.20	15	1.53	1.63	6	2.17	12	1.25	-1.47	5	1.24	8	-1.43				
DECISION MAKING	36	3.89	44	4.36	-2.24	33	3.73	43	4.37	3.04	33	-0.87	43	-0.50				
EXPERIENCE	36	3.81	44	3.41	-1.43	23	3.70	41	4.02	1.36	23	-0.72	41	3.04*				
ED REQUIREMENTS	33	1.85	41	1.93	0.42	26	2.04	36	2.25	0.85	25	1.10	35	1.99				
SALARY	17	1.88	16	1.00	-1.74	16	1.00	31	1.00	1.00	9	-1.00	13	1.00				
HS COURSES	28	2.39	40	3.28	1.98	21	2.19	42	3.50	3.06	18	-1.33	38	0.71				
POST HS TRAINING	30	1.97	30	2.50	2.14	21	2.10	38	2.26	0.62	20	0.20	27	-0.26				
POST HS MAJORS	20	1.80	21	2.29	1.09	15	1.67	29	2.69	2.64	10	-1.86	16	0.29				
LOCAL EMPLOYERS	23	2.22	30	2.80	1.53	11	2.00	24	2.46	1.43	9	-0.39	22	-1.80				
AVERAGE SCORE	36	3.34	44	3.87	2.41	36	2.88	44	3.96	4.94	36	-3.60*	44	0.52				

EXP = USED ECES
CON = DID NOT USE ECES

TABLE 15
CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
POST SECONDARY STUDENTS

QUANTITY SCORES

<i>ITEMS</i>	<i>N</i>	<i>MEAN</i>	<i>PRE SD</i>	<i>N</i>	<i>MEAN</i>	<i>POST SD</i>	<i>CORR T</i>
ACTIVITIES	18	2.39	1.54	18	3.11	1.23	1.61
WHERE EMPLOYED	17	3.06	1.48	17	3.35	0.93	0.81
PERSONAL QUALIF	19	2.37	1.26	19	2.84	1.17	1.37
WORK CONDITIONS	13	2.23	1.17	13	2.69	1.03	1.03
PROMOTIONS	11	1.36	0.67	11	2.00	0.45	1.61**
JOB OUTLOOK	6	1.17	0.41	6	1.83	0.98	1.58
AVERAGE SCORE	23	2.07	0.99	23	2.57	0.78	2.00

TABLE 16
CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
POST SECONDARY STUDENTS

QUALITY SCORES

<i>ITEMS</i>	<i>N</i>	<i>MEAN</i>	<i>PRE SD</i>	<i>N</i>	<i>MEAN</i>	<i>POST SD</i>	<i>CORR T</i>
<i>ACTIVITIES</i>	19	2.11	1.24	19	2.84	1.17	2.02
<i>WHERE EMPLOYED</i>	17	2.88	1.27	17	3.06	1.09	0.50
<i>PERSONAL QUALIF</i>	18	2.11	1.13	18	2.44	1.04	1.06
<i>WORK CONDITIONS</i>	13	1.92	1.19	13	2.46	0.97	1.34
<i>PROMOTIONS</i>	11	1.45	0.69	11	1.82	0.60	1.08
<i>JOB OUTLOOK</i>	5	1.00	0.00	5	2.00	1.00	2.24
<i>AVERAGE SCORE</i>	23	1.93	0.88	23	2.36	0.81	1.84

TABLE 17
CAREER DEVELOPMENT SURVEY
SELF REPORTS OF CAREER KNOWLEDGE
POST SECONDARY STUDENTS

PRE VS POST AFTER REATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
AVAILABLE JOBS	22	2.68	0.99	22	4.59	0.67	7.27*
LOCATE INFO	22	2.45	1.01	22	4.36	0.73	7.51*
KIND OF INFO	22	2.82	1.01	22	4.50	0.60	7.58*
IMPORTANT VALUES	22	3.36	1.00	22	4.50	0.80	4.04*
JOB REQUIREMENTS	21	2.24	0.83	21	4.19	0.93	6.77*
CAREER DECISION	19	2.74	1.05	19	4.00	1.33	3.53*
H.S. COURSES	19	2.79	0.92	19	4.00	1.11	3.89*
TRAINING AFTER HS	21	2.67	1.15	21	4.14	0.91	5.10*
CAREER PLAN	21	2.00	1.00	21	4.14	0.85	8.52*
PERSONAL GOALS	22	3.00	0.87	22	4.23	0.61	6.24*
AVERAGE SCORE	23	2.71	0.66	23	4.11	0.91	5.99*

TABLE 18
CAREER DEVELOPMENT SURVEY
SELF REPORTS OF CAREER KNOWLEDGE
POST SECONDARY STUDENTS

POST BEFORE VS POST AFTER RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
AVAILABLE JOBS	22	2.50	0.96	22	4.59	0.67	9.62*
LOCATE INFO	22	2.27	0.98	22	4.36	0.73	9.21*
KIND OF INFO	22	2.36	1.22	22	4.50	0.60	7.04*
IMPORTANT VALUES	22	2.09	1.02	22	4.50	0.80	8.71*
JOB REQUIREMENTS	21	1.76	0.77	21	4.19	0.93	9.22*
CAREER DECISION	19	2.37	1.16	19	4.00	1.33	6.37*
H.S. COURSES	20	2.20	0.89	20	3.95	1.10	8.60*
TRAINING AFTER HS	22	2.05	1.00	22	4.09	0.92	10.68*
CAREER PLAN	22	2.41	1.10	22	4.09	0.87	7.26*
PERSONAL GOALS	22	2.14	0.99	22	4.23	0.61	12.09*
AVERAGE SCORE	23	2.32	0.91	23	4.11	0.91	6.04*

TABLE 19
CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
POST SECONDARY STUDENTS

PRE VS POST RATINGS

<i>ITEMS</i>	<i>N</i>	<i>MEAN</i>	<i>PRE SD</i>	<i>N</i>	<i>MEAN</i>	<i>POST SD</i>	<i>CORR T</i>
TALK WITH PARENTS	20	2.50	1.47	20	2.80	1.64	1.14
CERTAINTY OF PLANS	21	2.38	0.92	21	2.86	0.79	1.69
IMPORTANCE OF PLANS	21	3.05	1.50	21	3.71	0.46	2.09***
PLANS AFTER H.S.	21	4.76	2.90	21	5.67	2.46	1.18

TABLE 20
CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
POST SECONDARY STUDENTS

POST BEFORE VS POST AFTER RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
TALK WITH PARENTS	22	1.82	1.18	22	2.64	1.65	4.01*
CERTAINTY OF PLANS	22	1.64	0.66	22	2.82	0.80	6.50*
IMPORTANCE OF PLANS	22	2.73	0.83	22	3.73	0.46	6.20*
PLANS AFTER H.S.	22	4.05	2.63	22	5.73	2.41	2.20***

TABLE 21
CAREER DEVELOPMENT SURVEY
CAREER DEVELOPMENT KNOWLEDGE
POST SECONDARY STUDENTS

PRE VS POST RATINGS

ITEMS	N	MEAN	PRE SD	N	MEAN	POST SD	CORR T
JOB CLASS QLY	8	1.25	0.46	8	2.00	0.00	4.53
JOB CLASS QTY	13	14.38	7.57	13	20.00	8.49	1.86
LEVELS OF ED QTY	21	2.90	0.83	21	3.48	0.98	2.43***
LEVELS OF ED QLY	0	1.00	0.00	0	1.00	0.00	1.00
DECISION MAKING TOT	21	3.43	1.25	21	4.57	0.75	3.98*
D.M. VALUES	18	2.00	0.00	18	1.94	0.24	1.00
D.M. WEIGHTS	17	2.00	0.00	17	1.94	0.24	1.00
D.M. CELLS	8	2.00	0.00	8	2.00	0.00	1.00
ED REQUIREMENTS	18	2.17	0.79	18	2.28	0.67	0.49
SALARY	3	1.00	0.00	3	1.00	0.00	1.00
HS COURSES	10	3.40	1.17	10	3.40	1.58	0.00
POST HS TRAINING	15	3.07	0.96	15	3.73	0.80	2.65**
POST HS MAJORS	7	1.14	0.38	7	1.14	0.38	1.00
LOCAL EMPLOYERS	12	2.75	1.48	12	4.33	1.23	3.17*

TABLE 22
GRADE LEVEL ANALYSIS

AVERAGE SCORE ANALYSIS

GRADE DIFFERENCES

ITEMS	N	MEAN	N	MEAN	N	MEAN	N	MEAN	F
EMP KNOWLEDGE P B	84	2.96	73	3.31	49	3.59	23	4.01	13.40*
EMP KNOWLEDGE P A	84	3.44	73	3.71	49	3.98	23	4.17	9.69*
EMP QUANTITY PRE	55	1.90	46	2.04	47	2.07	18	2.03	0.95
EMP QUANTITY POST	84	2.15	73	2.37	49	2.47	23	2.33	2.13
EMP QUALITY PRE	55	1.18	46	1.21	47	1.26	18	1.22	1.56
EMP QUALITY POST	84	1.35	73	1.35	49	1.45	23	1.42	1.92

Sig .01*

1978 SUMMER MONITOR TRAINING/MASTERY TEST RESULTS

RAW SCORE	PERCENTAGE CORRECT	PERCENTILE RANK	MASTERY TEST											
			PART I POSSIBLE	ACTUAL	PART II POSSIBLE	ACTUAL	PART III POSSIBLE	ACTUAL	PART IV POSSIBLE	ACTUAL	PART V POSSIBLE	ACTUAL	PART VI POSSIBLE	ACTUAL
246	97.6	100.0	34	34	22	20	106	104	24	24	22	20	44	44
238	94.4	92.9		34		20		100		23		20		41
237	94.0	85.8		32		20		96		24		22		43
230	91.3	78.7		30		18		100		18		22		42
222	88.1	71.6		28		20		94		20		16		44
220	87.3	64.5		34		20		82		21		20		43
219	86.9	57.4		32		20		84		24		16		43
219	86.9	57.4		30		20		88		24		20		37
217	86.1	43.2		28		18		88		24		16		43
205	81.3	36.1		32		18		82		19		16		38
204	81.0	29.0		28		20		74		22		16		44
199	79.0	21.9		28		18		76		24		14		39
198	78.6	14.8		32		22		72		18		18		36
149	59.1	7.7		26		22		54		24		12		11
254	85.1		34	3.06	22	19.7	106	85.3	24	22.1	22	17.7	44	39.1

Part I Occupational Information
(True-False)

Part II Occupational Information
(Multiple Choice)

Part III Student Manual Content
and Procedures
(Listing)

Part IV Student Index Card
(Fill-In)

Part V CRT Access Screen
(Multiple Choice)

Part VI Decision Making Table
(Fill-In)

Appendix L
Adult Workshop
Letter
and Evaluation

May 5, 1978

Jeffrey Drake
Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507

Dear Jeff,

Thank you very much for providing an ECES experience for the participants of the Discovery and Decision-making Workshop for the Everywoman's Center on April 13, 1978.

15 participants attended the workshop. The enthusiasm and interest was very apparent that afternoon.

Please thank Carrie and Mary for their time and expertise.

Sincerely,

Barb
Barbara Heck

MID-LIFE CAREER CHANGE
WORKSHOP EVALUATION

CUMULATIVE TOTALS AND COMMENTS

Sex: Female 15

Male 0

Age: 0
to 20

0
21-30

6
31-40

8
41-50

1
51 and over

Are you the head of your household? Yes 3 No 12

Ethnic/Racial Background:

0 Black
0 Spanish American
0 Oriental

15 White
0 Native American
0 Other

We would appreciate your comments and evaluation of this program in order to maintain a high quality of service to the community.

1. Was the program helpful to you? Yes 15 No 0

Comments:

It helped me to start examining myself in relation to my skills and abilities.

Excellent.

It was in the aspect that it made me look at myself and my qualities.

2. What did you consider the most helpful?

Values and interests clarification.

Computer-occupation exploration.

Priorities.

Explanation before going to computer.

Orientation.

Verbal communications.

Written materials.

The discussion in the beginning.

Knowing that there are other people who care!

Everything.

The counselors.

It informed me of exactly what job I could have for two years of college.

All of it.

Discussion.

Research done by counselors very helpful in self-evaluation.

3. What were your reasons for attending and were your needs fulfilled?

For information. Yes.

Want to return to work. Partly fulfilled.

To try to discover alternatives to type of work that interests me.

Looking for a job. Yes.

Help decide direction of future employment.

To decide where to begin.

To get an idea if I wanted to go back to work or take more helpful classes! Yes.

Friend.

I am going to start college soon and I am not sure what program to go into. No, I'm sorry, my reasons were not fulfilled.

Deciding what career or volunteer job most fit my aptitudes and interests. I developed more insights.

Need more time.

Wanted to be sure of my choice.

Looking for a work field. Yes, quite helpful.

It is a start.

Planning to educate myself to enter work force.

4. What suggestions do you have for improvements or additives to the program?

Information about what jobs are available now. It does no good to be trained or have a desire, interest, etc. if there are no jobs in that field.

Help in self-examination more in detail.

More time on computer.

Longer, more time.

It was wonderful as it is, only we could have had more time.

Need letter writing for job and a day-on-the-job.

A longer workshop - need more time to think over material.

Make it longer.

5. How did you hear about this program?

Flyer (3)

Newspaper (7)

A friend (4)

My sister (1)

6. General rating of the program:

<u>9</u>	Excellent
<u>6</u>	Good
<u>0</u>	Fair
<u>0</u>	Poor

Appendix M
Field Test Outcomes
of M.A.P.P. System

Field Test Outcomes
of M.A.P.P. System

Final Report of Field Test Results of Job Referral
Computer System Developed by the Macomb Intermediate
School District and Tested in the Placement Office
of the Genesee Intermediate School District.

August, 1978

This report summarizes the findings of the field test that was conducted on a job referral computer program designed at Macomb Intermediate School District. This field test existed for approximately 12 months and involved 14 local school placement offices coordinated through the Placement Office at the Genesee Intermediate School District. A general description of the objectives of the program and the operational components are described, along with the proven benefits and recommended modifications needed for further implementation.

Description of Original Program Intent:

The original program was designed to coordinate job referrals, with use of a Hewlett-Packard mini-computer. Placement offices in local schools were to communicate via terminals with a centralized monitoring terminal at the area office. Entry level job openings were to be broadcast to each local school simultaneously. All of the pertinent information, including the name, address, contact person, telephone number, job description, etc. was to be communicated at once. Upon receipt of this information, the local placement specialists were to make discrimination concerning their student population as to whether any of them had the need for that type of work and whether they were qualified to handle the job requirements. If a local placement office had qualified student(s) who they wished to refer to the job opening, they would communicate this via terminal to the area office. If the area office confirmed this referral, the number of referral openings (i.e. number of referrals requested by the employer) would automatically be reduced for future broadcasting.

Once a referral was made, it was to be the responsibility of the local placement specialist to follow up to the area office with information regarding the

outcome. A code was identified for various possible outcomes such as 1) went to the job opening, but did not get job, 2) did not go to job opening, 3) got job. This information was necessary so that decisions could be made regarding whether to send out more students. Twelve days were allowed for the locals to report the follow-up information. If it was not received within this time, the locals were automatically cut off from further information. When the program started in the Genesee Intermediate area, there were a total of five days allowed for locals to report back. This resulted in several centers being "locked out" of the system, and due to the lack of motivation by local school representatives (mentioned later), it was necessary to increase the number of days in order to get the program running decently again.

Innovative mechanisms for reciprocal communications between locals and the area office were devised so that related information concerning job referrals could be exchanged.

Information was categorized according to employers and jobs within job clusters. An optimum of 512 job openings was possible at one time. At any time, this file could be tapped for a report on 1) the number of students sent out on which jobs from which individual school, 2) the amount of computer time spent by each school, and 3) a list of the center(s) that were logged on at the time the command was issued. We added a component to the program so that reports were available on a daily basis. The placement technician at the area office could obtain a print-out of the number of successful, unsuccessful and outstanding referrals for each job. Also, on the same print-out, the placement technician would receive a listing of all the jobs and whether or not each was locked (deleted from the program) or unlocked (still active in the system). This addition proved to be a quick and handy status reference for the rest of the day's business.

In addition to these reports, the monthly report gave a detailed account of the year-to-date totals and percentages for 1) each center's students placed, and students not placed; 2) sex, age, grade level, and race of students placed; 3) sex, age, grade level, and race of students not placed; and 4) year-to-date total usage by the individual centers.

Proven Benefits:

1. Instant Awareness - The major benefit of the program proved to be the instant communication of information to locals. A job opening could be identified, the area placement office could log it and notify the local office, which, in turn, could receive confirmation and send out a student for the opening, all within one hour at a maximum. This time-efficient mechanism was appreciated by employers.
2. Accurate Records - The automatic shut-off system forced locals to report outcomes of referrals which made possible accurate and instant general follow-up information. In addition, less confusion was experienced in relation to employers. Some problems developed, however, when locals reported false information when students did not report back to them. It became necessary, therefore, to follow up regularly with employers by phone from the area office.
3. Equity - The participation of the local schools in area job referral activities was enhanced by the use of the program. Knowing that each had an equal opportunity to send out referrals helped break down territorial barriers.

Modifications:

1. Purchase of Terminals - Possibly due to the fact that this program was a pilot project there was not enough initial enthusiasm for locals

to put up funds to rent terminals. Therefore, the intermediate rented Data Speed 43's for all major placement offices. Once the program was established and proven effective, it might have been possible to share the cost or charge the locals in full. To date, this question has not been brought up.

2. Job Developer - The system will not work unless useful job openings are being inputted on a regular basis. It is necessary, therefore, to keep a job developer working full-time, meeting requests of the locals.

3. Contact Information - The concept of supplying all the pertinent contact information to local placement personnel for each job opening did not prove to be effective. Job list information was not kept confidential at the local level and the area office could not keep control of referrals with this system. Feedback from employers told us that students' referrals were showing up from more sources than what was confirmed by our office. This problem might be alleviated with further refinement of the program, but given the circumstances we experienced, we were forced, after originally attempting the non-suppressed method, to change to a suppressed method. The results were more positive.

4. Inadequate Terminals - Funds were not available to supply terminals for every school (some had graduation classes of less than 100 students). Therefore, it proved more economical for the placement technician to communicate, via telephone, with the smaller schools. The follow-up information was requested with the same twelve day requirement. This was inputted into the system by the placement technician so that the records would be kept straight. This method worked well, however, these schools were to some disadvantage because of the time lapse before notification.

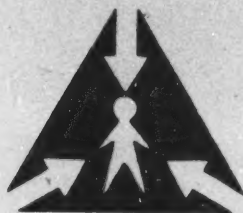
5. Possible Program Addition - It was suggested that another component be added to the program that would enable locals to receive a daily print-out of only the job additions, deletions or changes that the area placement technician may have made in the job bank file. As it was, locals had to run an entire jobs listing and compare it to their previous list in order to find changes. The addition would encourage more accurate and up-to-date files on the local level, thus enhancing the success of the program.

6. Lack of Motivation - A strange phenomenon existed in this educational community during the 1977-78 school year. Many of the local placement offices appeared to be indifferent about acquiring job openings. Some locals did not make appreciable use of the mechanism that was set up, even though a terminal was supplied and many valuable job openings were provided. The cause for this might be that the employment data was favorable during this time and they did not need additional jobs, or it could have been due to a general lack of concern and, therefore, ineffectiveness of the placement personnel in the school. For whatever reason, this general indifference caused a problem in implementing the field test in an effective manner.

TH:bb
3.04
8/10/78

Appendix N
Genesee Intermediate
Newsletter

GENESEE



SCHOOL DISTRICT

INTERMEDIATE NEWSLETTER

Vol. 6

November-December, 1977

No. 1

E.C.E.S. WORLDS

by Todd Holder, Ph.D.

(See related article on back page)

"I just don't know what to do with myself. There are a lot of things that I think I'd like to do, but I'm just not sure. I don't want to start preparing for a job and then find out that I'm stuck in it.

These words were not new to Beth and Alan. They had heard their daughter, Stephanie, say about the same thing almost every night over dinner for the past couple of weeks. Danny, their son, was so used to hearing it that he no longer listened.

"It's getting pretty late though," she continued, "and I've got to do something pretty soon or it might be too late . . . What should I do?"

They knew that she had tried the normal route of going to her counselor, Mr. Completely. He wasn't able to do much more for her, however, other than talk to her about her problem and suggest colleges which she might apply to.

This night, however, something new had entered the picture. When Alan had attended his regular Business & Education Coordinating Council meeting at the Flint Area Chamber of Commerce that morning, he had witnessed a demonstration of something called ECES.

ECES is a computer system in which young people and adults can find out about all kinds of careers, get help in choosing the best careers for themselves, and make plans to get ready for their chosen careers. Students were typing answers into the computer and working out career problems right in front of him! He couldn't wait to tell Stephanie what he had seen.

"Stephanie, I know where you might get some help figuring out what you want to do."

Surprised and somewhat puzzled, Stephanie decided that she couldn't lose too much by trying her father's suggestion. After all, it was the only promising opportunity that she had been offered.

Somewhat hesitantly, Stephanie went to the ECES Career Planning Center run by the Genesee In-

termediate School District to keep the appointment which her father had made for her with Mr. Al Mallory, the director of the ECES program. As he explained how the computer system worked, she soon relaxed and became quite interested. She was intrigued by seeing ECES respond to her, using her own name!

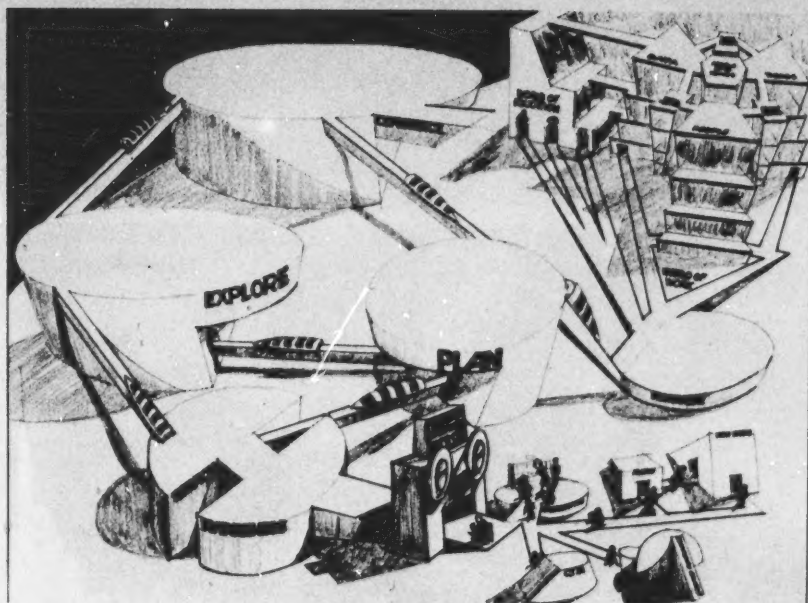
It wasn't long before she was personally "talking" with ECES. She was thrilled to find that the ECES experience was very much of an adventure. The last time that she had done anything so totally exciting was last spring when she had gone through Disney World with her family. ECES was similar, she thought, because it, too, had different worlds to visit and learn from.

Stephanie entered ECES by way of the world of "Awareness." In this first world it was a mutual introduction. ECES learned about Stephanie and she learned about ECES. ECES asked questions about what she wanted in life, what her interests were, and how well she could learn in different areas. She also found out how different career options could meet her unique needs.

From the world of "Awareness", Stephanie followed an imaginary monorail to the world of "Search". She received help from "Search" in focusing on preferred occupations. By asking her questions about her interests, the starting salary that she would like to get, high school courses that she preferred, etc., ECES was able to suggest some occupations to Stephanie for exploration.

Leaving the world of "Search", Stephanie traveled next to the world of "Exploration" where she got her chance to explore the nature of the work and the educational preparation for the occupations which were suggested to her. She enjoyed exploring the colored displays of on-the-job situations, occupational

(Continued on next page)



E.C.E.S. WORLDS

(Continued from front page)

descriptions, and cartoon quizzes of specific job characteristics. ECES provided 400 occupations. Stephanie explored the occupations that caught her interest.

To her surprise, Stephanie discovered that she could actually go out to the job of her choice and try it out. Although she had tried, she could not decide between illustrator and architect as her favorite. ECES helped her solve this dilemma by introducing her to a concise method for making decisions. Stephanie realized that this process could be used for other decisions that she would have to make. Using these steps, she decided on graphics. It was difficult for Stephanie to wait the two weeks until the appointment for a Day-on-the-Job which ECES set up for her.

With a better idea of what she wanted to do, Stephanie now needed to know how to get there. She couldn't just wish for a career and have it appear; what she needed was a plan. To get this, she moved on to the world of "Career Planning". ECES helped Stephanie to arrange the appropriate courses she would take, choose the suitable schools, and map out educational programs to develop the necessary basic skills.

With her career plan in hand, she entered the final world of ECES—"Placement". Current job openings in graphics in the Flint area surfaced to provide an idea of several

jobs available and where they would be when she was trained. Information about the general outlook for jobs in graphics in the local, state and national economy was also supplied.

After going through the six worlds of ECES, Stephanie discovered a new world altogether! She had now learned about various occupations and educational programs and knew that she could always come back to ECES to learn more. She had made up her mind, at least for the present, on an occupation. She had a plan to achieve her goal; and, with all this, it had been an adventure! The feelings of confusion and worry about her future were gone.

"I can't believe what happened to me," Stephanie proclaimed.

Later that night at the dinner table, Beth and Alan got a different picture than what they were used to. Stephanie was bubbly and full of life.

"It's been a long time since we've seen that side of her," they thought.

She told her family what she had experienced and the excitement ECES had created for her.

At school, her friends listened to her adventures and several wanted to check into ECES for themselves. They talked their counselor into visiting the ECES Career Planning Center. They, too, learned about career skills and got a chance for their Day-on-the-Job. Stephanie had

started something! The counselor, Mr. Completely, could see how ECES would be helpful to him in his counseling and arranged to have a computer terminal put in his office. He said to Mr. Leeder, the school principal, "I wish that they had this when I was in high school. Computer science has really added to the art of career counseling."

Stephanie's dropout brother, Danny tried ECES out. To his surprise, he was able to learn how to go about getting a job. ECES taught him the skills for writing a resume, taking an interview, finding out where the jobs are, and how to get along on a job. ECES told him how to do these things, showed him examples of the skills and give him a chance to try them out. This is what he really needed because he wasn't able to get any work without a high school diploma. Danny was eager to try out his new skills.

ECES had made a big difference to the Gleason family. It helped their world to become brighter. At the dinner table now complaints are no longer heard. They are replaced by laughter and conversation, much like that heard on the family trip to Disney World.

Flint Shrine Circus



Kids of all ages will enjoy the Flint Shrine Circus January 14 through January 22 at the I.M.A. Auditorium. Student tickets are available for the 2 p.m. matinees at \$1 each. Free passes are available for needy children. Adult tickets are \$3 if bought in advance from shriners, and \$3.50 at the box office.

This year's Flint Shrine Circus features the Hubert Castle International 3-ring circus of animal acts, aerial acts, ground and specialty acts.

To order tickets for your school call the Flint schools, pupil personnel office, 762-1230 and ask for Glenda.

Proceeds from the ticket sales will go towards the support of crippled children's hospitals.

From the Director — Al Mallory

The 1977-78 school year promises to be an exciting year for the Vocational Education and Career Development Services Department. This excitement is being generated in both the vocational education and career development services areas by specific legislation in youth services and career education.

First of all, it appears that Congress is going all out this year in an effort to solve the youth unemployment problems in this country. To accomplish this they have passed legislation which provides a wide variety of programs for youth including career counseling, vocational training, job development, and placement services all of which will have a major impact on the vocational education and career development services being offered.

It should also be noted that in recent months excellent cooperative efforts have been generated between the GLSF CETA Consortium administration and the vocational education leaders of this district. Through this new cooperative spirit, it is our intent to capitalize upon all the sub-parts of CETA Title III to support vocational programming and career development services for all of our constituent school districts.

There has also been a new thrust generated at both the national and state levels in funding career education.

At the time of preparing this report, Congress is in the process of passing legislation that will provide \$325 million for the implementation of career education. And at the state level, Senator Gary Corbin has just introduced a career education package containing six bills calling for a total career education appropriation of \$9,281,407. These funds would support the implementation of career education at the local level, coordination at the intermediate district level, state administrative support, and inservice costs for community colleges and 4-year institutions. The funds would also support demonstration projects in career education.

I don't think there is any question that the greatest challenge for vocational education is to become



Al Mallory, director,
Vocational Education and Career
Development Services

recognized in this community and across the state as the major manpower delivery system. I believe it is education's responsibility to meet this challenge, and to do this we need the support of the educational leadership in this community. I further believe that if education does not meet this challenge and recognize vocational education as the major manpower delivery system now, the Department of Labor will.

HELPING STUDENTS FIND JOBS

The area placement office at the Genesee Intermediate School District helps students find the jobs they want.

More than 790 students have been placed in jobs in the last three months. The jobs vary from full time, part time, and temporary in areas such as auto repair, office work, and food service.

Students looking for jobs contact their districts' placement offices and indicate the kinds of jobs they are looking for. The local placement offices transmit this information via computer terminals to the area placement office at the GISD. The GISD job developer then contacts businesses in the area to find the requested jobs. When jobs are uncovered the vacancies are communicated to the local placement offices via the computer terminals. The personnel in the local offices then place students accordingly.

Career and placement information such as regular job openings and unemployment data is also sent to local placement offices through a clearinghouse system called MOCIC, Manpower and Occupational Career Information Clearinghouse, which

Judicial System Tours Available

The Genesee County Bar Association Auxiliary is again sponsoring tours of the jail, circuit court, and prosecutor's crime lab. Guides from each division will explain their areas to the touring students.

During the tour students will see the booking area, lein machine, radio room, fingerprinting and mug shot areas, breathalyzer, and some of the cells. From the jail, students will walk the catwalk to the courthouse.

At the courthouse students will view an actual jury trial. It is unlikely that a trial will not be in session, however, if this happens a judge will be available to talk to the students.

The prosecutor's crime lab tour will be optional this year. Teachers must arrange to see this area when they call for tour dates.

For further information call Candy Leonard, tour chairperson from the Genesee County Bar Association Auxiliary, at 694-7064.

consists of a monthly paper and computer printouts. All junior high and senior high counselors also receive this information.

Before students are sent to job interviews they receive instruction in self-placement skills such as how to find jobs, how to interview, and how to write a resume. An employability skills audio-visual teaching package has been developed and disseminated to local schools. Teachers are responsible for delivering the package to students looking for jobs.

The entire system is monitored with the use of the computer system both in local districts and at the area office to coordinate referrals. Referrals are followed-up to insure a sound working relationship between the system and local businesses.

The school districts currently participating in the area placement system are Beecher, Flushing, Swartz Creek, Fenton, Holly, Linden, Lake Fenton, Flint, Carman-Ainsworth, Davison, Kearsley, Lakeville, Grand Blanc, and Westwood Heights. The Genesee Area Skill Center and the Michigan

(Continued on Back Page)

Career Planning Center Opens

The ECES Career Planning Center located at the Genesee Area Skill Center on Torrey Road, is now in operation and using the most recently updated version of ECES.

Two new members have joined the staff. Mary Embrey is the ECES Career Development Counselor and Florence DePillo is the ECES Planning Center Coordinator. In these positions Mary and Florence will be providing increased services to include post-secondary students, adults, and the handicapped, in addition to secondary students. The program will be extended soon to provide workshops for counselors, teachers, and parents of ECES users.

Persons using the ECES computer are scheduled for a minimum of three two-hour sessions, but may use the computer as much as needed to complete a career plan. Students come to the ECES Career Planning Center on skill center buses from their local high schools. The cost of the program to local school districts has been reduced from \$20 to \$10 per student. The ECES program is available to all students in the Genesee Intermediate School District.

Group sessions in conjunction with the computer experience are conducted in career awareness;



Students learn how to interview while planning their careers.

decision-making skills; job application, letter and resume writing; interviewing; and career planning skills. Students also participate in the Day-on-the-Job program conducted by the Business and Education Coordinating Council.

For more information on the ECES program, contact Jeffrey Drake at the Genesee Intermediate School District, 767-4310.

REMC Has Academy Award Winners

Are you caught in the middle of some bad habits? Live a little. Try some new film titles. The REMC has academy award winners and other greats that go un-used. Contact Ruth Winter at the Regional Education Media Center, 767-4310.

Ligon Land for Learning Book for Sale

Do you have the booklet, *Plants, Either Edible or Harmful Observed at The Ligon Land for Learning*

- in your child's school library,
- in your home library?
- on your Christmas list for a special person?

The forty color illustrations of edible and harmful plants and their descriptive paragraphs are the creations of Grè Obrecht, science teacher at Mandeville Junior High School, Carman-Ainsworth Community Schools. The publication has been edited by June S. Wilson, Ph.D., Director of Curriculum, Genesee Intermediate School District.

To purchase *Plants Either Edible or Harmful Observed at the Ligon Land for Learning*, make your check payable to the Genesee Intermediate School District at \$5.00 per copy. Call June Wilson or Donna Labosky (767-4310, ext. 276) or stop in the Genesee Intermediate Education Center to secure your copy or a copy for your school library.

Helping Students Find Jobs (Continued)

School for the Deaf also participate in the program.

For further information contact Todd Holder, placement coordinator at the Genesee Intermediate School District, 767-4310.

Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507
Telephone: (313) 767-4310

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